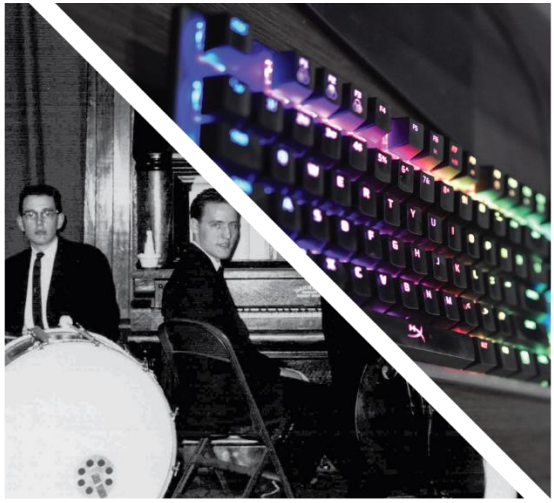
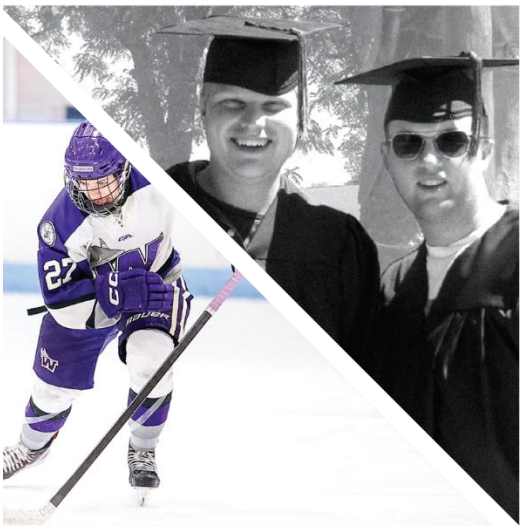











UNIVERSITY CATALOG

2026
2027

WALDORF UNIVERSITY

WALDORF.EDU

106 S. 6th St. Forest City, IA
waldorf.edu // 800.292.1903



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The content and policies included in this catalog are subject to change and will be updated periodically throughout the year as needed. The most recent version of this catalog can be found at *waldorf.edu/Download-Information*.

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In compliance with Iowa Code § 261B.9, prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, Waldorf University provides written disclosure to students of the following information. This information is provided in the university catalog, both in print and on the University's website:

- A brief description of the subject matter of the course.
- The name or title of the course.
- The tuition charge or other fees charged for the course.
- If a student is enrolled in more than one course, the tuition charge or fee for all courses may be stated in one sum.
- The refund policy for the return of the refundable portion of tuition, fees, or other charges.
- The completion of the course is applicable toward a degree granted by Waldorf University. This is identified in the degree requirements for associate, bachelor, and master's programs.
- The name of Waldorf's accrediting agency, the Higher Learning Commission (HLC), as recognized by the United States Department of Education.
- The provisions of this catalog are not to be seen as a binding contract between the student and Waldorf University. The university reserves the right to make changes that seem necessary or desirable, including course, policy, and program changes and cancellations.
- To graduate, students must meet the degree requirements from the catalog of any year in which they are enrolled full-time. If the student withdraws for more than one semester, the requirements of a subsequent catalog must be followed.

  The fulfillment of graduation requirements is the responsibility of the student, not the Registrar, the faculty, the Success Coach, or the academic advisor. To this end, the student should keep a copy of the catalog under which they intend to graduate.

Waldorf University
106 South Sixth Street
Forest City, Iowa 50436-1713
1.800.292.1903

Waldorf University is accredited by: The Higher Learning Commission
230 South La Salle Street, Suite 7-500
Chicago, Illinois 60604-1411
800.621.7440

Waldorf Acquisition, L.L.C., d.b.a. Waldorf University is a wholly owned subsidiary of the Waldorf Lutheran College Foundation, Inc. and is classified as independent with its own separate governance and accreditation by the Higher Learning Commission (HLC). For more information about our graduation rates, the median debt of students who have completed the program, and other important information, please visit our website at waldorf.edu/disclosure

PREFACE

Non-Discrimination

Waldorf University does not discriminate on the basis of race, color, ethnicity, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. Veteran. All students have equal access to the facilities, financial aid, and programs of the University.

Higher Education Opportunity Act (HEOA)

The University complies with Readmission Requirements for Service Members as outlined in the Higher Education Opportunity Act section 487. This applies to active duty in the Armed Forces, whether voluntary or involuntary, including service as a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty.

The HEOA provides that prompt readmission of a previously enrolled or admitted student may not be denied to a service member of the uniformed services for reasons relating to that service. In addition, a student who is readmitted under this section must be readmitted with the same academic status as the student had when he or she last attended the University.

Affirmative Action

Waldorf University is an equal-opportunity employer in the recruitment and hiring of faculty and staff.

Family Educational Rights and Privacy Act (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) prohibit the University from releasing grades or other information about academic standing to parents unless the student has released such information in writing. Further information concerning Waldorf University procedures in compliance with FERPA is available in the Office of the University Registrar and included in this catalog.

Solomon Amendment of 1997

Pursuant to the regulations of the Solomon Amendment of 1997, Waldorf University is required to make student recruiting information available to military recruiters who request it.

Reservation of the Right to Modify

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make changes that seem necessary or desirable, including course and program cancellations. Responsibility for understanding and meeting graduation requirements as stated in the Waldorf University Catalog rests entirely with the student. Faculty, Academic Advisors, Student Success Coaches, and the University Registrar's Office will assist in every way possible.

LETTER FROM THE PRESIDENT

Thank you for your interest in Waldorf University! Whether you're a brand-new freshman deciding on your first Waldorf classes, or a senior getting ready to finish your degree, the information in this catalog is crucial to your success. As the President of Waldorf University. I'm pleased to welcome you to our course offerings, our degree programs, and our community. I invite you to experience the four pillars on which Waldorf stands: Tradition, Community, Passion, and Success.



I came here to Forest City almost two decades ago to teach English at a small, two-year Lutheran college. A lot has changed since then—we're now a university with more than 20 majors, 28 intercollegiate sports teams, outstanding fine arts, and an excellent online program. I am particularly excited about our burgeoning master's program.

Though many things have changed, the most important ones remain the same as Waldorf's commitment to quality education and our dedication to an excellent student experience. Waldorf professors really care about your academic success and staff go the extra mile to keep you on track and engaged. When you come to Waldorf, you become a member of our community, a vibrant and cooperative association of learners, athletes, scholars, artists, and performers.

Lives are changed here. Lifelong friendships are forged between students themselves, with staff, and with teachers. I hope you take our mission statement to heart as you read through these pages. And that you join us as we learn, live, and serve together.

Sincerely,

Dr. Robert A. Alsop
Waldorf University President

THE UNIVERSITY

ABOUT WALDORF UNIVERSITY

Mission

Waldorf University seeks to be an engaging community of learning and faith where relationships are formed and opportunities for learning and service abound. Our mission is to educate the entire person, equipping students for lives of fulfillment in communities where they live and serve.

Vision Statement

Waldorf University aspires to be distinctive, affordable, value-driven, innovative, and digital. As a University Born of a Strong Academic Heritage. Waldorf has roots in the Lutheran tradition of excellence in education since the University was founded in 1903. This tradition values service to the community, academic excellence, freedom of inquiry, a liberating education, and learning through the open exchange of ideas.

As a University with Core Values, Waldorf instills values of service, community, critical inquiry, and lifelong learning in each student through a liberal arts education and professional studies. These values and education prepare our graduates to understand and contribute to life in our complex and ever-changing world.

As a Residential University, Waldorf offers an active student life program as well as extensive cocurricular, cultural, and leadership opportunities. This coupled with our quality academic programs gives students a well-rounded educational experience where lasting friendships, personal development, and a growing awareness of community service occur.

As an Online University, Waldorf offers a broad range of quality online programs both at the undergraduate and graduate levels that are delivered in an innovative, affordable, and flexible format. This allows students the opportunity to be successful regardless of location, family life, or professional obligations.

As a University that Values Faith, Waldorf uses academic coursework and co-curricular activities to explore the meaning and depth that religion and spirituality can add to life. Students are encouraged to develop a deep respect for the role religious devotion can play in giving direction, purpose, and a moral foundation to life.

As a University Engaged with the World, Waldorf broadens our community by enrolling students from throughout the United States of America and internationally. Inclusivity and diversity are an integral part of the Waldorf experience.

History and Character

Waldorf's character is shaped by the values and beliefs of its Norwegian Lutheran founders: veracity, discipline, the dignity and responsibility of the individual, a commitment to service, and faith in God.

Waldorf University was founded in 1903 by the Reverend C. S. Salveson, then the pastor of what is now Immanuel Lutheran Church in Forest City, IA. Unlike several other Lutheran colleges founded by Norwegian immigrants and the first generation of their progeny, Waldorf began operation as an academy and business college rather than as a preparatory program primarily for future pastors.

Thus, from its earliest days, Waldorf was viewed sponsored by the church as vital for persons who would serve primarily in secular society. Waldorf's emphasis is fundamentally a "stewardship emphasis": human lives are viewed as a gift from God, and the educational enterprise offers the opportunity for the full flowering of one's potential. Waldorf's mission has always stressed service to others as the means to serve God and achieve fulfilling lives. Whether as future business leaders, teachers, professors, scientists, entrepreneurs, ordained clergy, psychologists, or musicians—it is hoped that Waldorf graduates will aspire to lives of service.

Since 1920, when Waldorf became a junior college, the curriculum has gradually evolved to fully reflect a liberal arts emphasis. Now, nearly all students enroll with the intent of ultimately earning a bachelor's degree. In the spring of 1994, the College was accredited by the North Central Association of Colleges and Schools to offer its first bachelor's degrees. In February 2001, Waldorf became a fully accredited bachelor's degree-granting institution of higher learning.

In January 2010, Waldorf University launched its first three online programs. Today, Waldorf offers a full slate of certificates, associate, bachelor's, and master's degree programs on campus and online. In 2016, Waldorf College became Waldorf University. With the success of our graduate program and the diversity of academic offerings, we felt the title university best represents who we are and who we strive to be.

The "core" of the liberal arts program has as goals that students:

- Learn to think, write, and speak clearly;
- Begin the process of developing a mature and inquiring mind, with the ability to formulate questions, solve problems, and make both intellectual and value judgments;
- Engage in and appreciate the arts;
- Acquire understanding of our historical and scientific heritage;
- Begin to develop an appreciation of other cultures and their ways of knowing; and,
- Consider their religious commitments for their meaning in life and the world in which they live and serve.

Finally, the faculty recognizes that concern for the goals of liberal arts education does not begin at Waldorf, nor are these goals likely to be fully achieved on this campus. The development of an appreciation of "a life of the mind" should begin in the home and at school, be further nurtured at Waldorf, continue in baccalaureate studies at Waldorf and graduate schools, and become a lifelong process. We believe the success of Waldorf's program results from the interplay of several characteristics:

- A dedicated, capable faculty who take pride in effective teaching and who share a personal commitment to the faith, values, and traditions of the university;
- A low student-to-faculty ratio, permitting a high level of faculty/student interaction;
- Solid curricular offerings in a variety of disciplines, enabling students to begin to clarify career goals;
- An environment in which faith and values are a subject of inquiry, and one in which growth toward moral maturity is a valued goal;
- A special emphasis on writing, speaking, and global awareness; and,
- A solid tradition in the fine arts, coupled with a lively program of cultural events, and a broad program of varsity and intramural sports to help students shape a life of enrichment and physical well-being.

Lux et Veritas, "*Light and Truth*," reads the motto on the Official Seal of the University. In its Lutheran and Norwegian roots and uncommon quality of community, Waldorf University offers a distinctive educational experience in a spiritual and moral framework. This catalog will introduce you to the Waldorf University community (waldorf.edu/wu-catalog.aspx).

Accreditation & Membership

Waldorf University is accredited by the Higher Learning Commission (HLC) and is recognized by the U.S. Department of Education (DOE or ED) as one of six regional institutional accreditors in the United States of America (USA). The HLC as an independent corporation that was founded in 1895 accredits degree granting postsecondary educational institutions in the North Central region.

Network of the ELCA Colleges and Universities (NECU)

Waldorf University is a member of the Network of the ELCA Colleges and Universities (NECU). NECU is comprised of the 26 colleges and universities of the ELCA, the College of the Evangelical Lutheran Church in Canada, and the ELCA's churchwide organizations through the Christian Community and Leadership home area.

State Registration

Waldorf University is registered with the Iowa College Student Aid Commission (Commission).
The Commission's address is:
Iowa College Student Aid Commission
475 SW Fifth Street, Suite D
Des Moines, IA 50309-4608
Telephone: 515.725.3400
Website: iowacollegeaid.gov

For additional information on state authorization, please visit waldorf.edu/about/accreditation-licensure/state-authorization

California - STRF

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Currently, there is no payment required towards the state-imposed assessment for the Fund STRF if you are a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF, and you are not required to pay the STRF assessment if you are not a California resident or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education
1747 North Market, Suite 225
Sacramento, CA 95834
Telephone: 916.574.8900 or 888.370.7589

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

NC-SARA
Waldorf University is approved by the Department of Education - Bureau of Iowa College Aid to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Alaska
Waldorf University is registered with the Alaska Commission on Postsecondary Education (ACPE).

California
Waldorf University is registered with the California Bureau for Private Postsecondary Education.

Wyoming
Waldorf University is registered with the Wyoming Department of Education.

DOD Disclosure Statement Responses
Waldorf University Online does not offer programs that require programmatic accreditation to validate the degree in the workforce. This information will be incorporated into both the Waldorf website and the Waldorf catalog. Waldorf University Online does not offer programs that require graduates to attain professional credentials and/or licensure to obtain employment in the applicable field.

Registering A Compliant
Waldorf University takes pride in our service to students. From time to time, students may have questions concerning policies or practices. Generally, there are logical explanations for situations, and usually, most questions can be resolved in an informal setting through direct discussion with the individual or office involved. In instances where a student raises a question about a policy or decision, the affected staff or faculty member may respond. If it is not possible to resolve a matter through direct discussion, a student may appeal for further consideration by registering a complaint or addressing the issue with the Student Senate.

Registering a Complaint with Waldorf University
Waldorf University is committed to providing high-quality academic programs and services for students and encourages students to contact the university if there is cause for concern regarding academic or non-academic matters. A complaint is defined as dissatisfaction occurring when a decision, act, or condition, based upon specific factual data, affects the student in a perceived negative or unjust manner; furthermore, an allegation of improper, unfair, arbitrary, or discriminatory treatment by university personnel.

Residential students who wish to register an academic complaint may contact the University's Vice President for Academic Affairs at 800.292.1903, extension 8134, or may be sent via e-mail to WALAcademicAffairs@waldorf.edu; or may be sent in writing to:

Waldorf University
Attn: Vice President for Academic Affairs

Salveson Hall, 1st Floor
106 South Sixth Street
Forest City, IA 50436-1713

Residential students who wish to register a non-academic complaint may contact the University's Vice President of Student Life at 800.292.1903, extension 8160, or may be sent via email at ramakerj@waldorf.edu where a complaint and/or an incident report may be completed.

Online students who wish to register a complaint, whether academic or non-academic, may contact the Director of Student Affairs at 800.292.1903 or may be sent via e-mail to students@waldorf.edu or may be sent in writing to:

Waldorf University – Online Programs
Attn: Director of Student Affairs
106 South Sixth Street
Forest City, IA 50436-1713

Registering a Complaint with External Agencies

Contact information for registering a complaint with external agencies should be used for contact only after the student has registered a complaint with Waldorf University and has not received a response to the request for resolution.

Accrediting Agency

Students may submit a complaint to the Higher Learning Commission (HLC) by using the format hlcommission.org/HLC-Institutions/ complaints.html or by contacting the HLC at:
Higher Learning Commission
230 South. LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Iowa, 48 States, and the District of Columbia

Students who wish to register a complaint with Iowa may file a complaint with the Bureau of Iowa College Aid toll-free phone at 877.272.4456 and/or by submitting an online Student Dispute Resolution form from https://educate.iowa.gov/higher-ed/student-complaints or by contacting the Bureau of Iowa College Aid at:

The Iowa Department of Education - Bureau of Iowa College Aid
400 East 14th Street
Des Moines, IA 50319

Contact information for additional states is available at
https://www.waldorf.edu/about/accreditationlicensure/registering-a-complaint/

Alaska

Students who wish to register a complaint with Alaska may file a complaint with the Alaska Commission on Postsecondary Education (ACPE). A student is encouraged to pursue the complaint/grievance process at Waldorf University before contacting the ACPE. To request a complaint form, please send an email to: EED.ACPE- IA@alaska.gov

For questions or assistance relative to complaints, please contact:

Alaska Commission on Postsecondary Education (ACPE)
PO Box 110505
Juneau, AK 99811-0505

Telephone: 907.465.6741

ADMISSIONS

Waldorf University

While most Waldorf University students come from the small towns of America's heartland, the student body is increasingly diverse geographically, economically, and culturally. Typically, the student body has representatives from 39 states and approximately 22 foreign countries. Their interests' range across a wide selection of academic disciplines and co-curricular activities. Each student is an individual who is a vital part of a small community of scholarship and fellowship.

For admitted students choosing to enroll at Waldorf, the university is committed to maintaining the lowest possible costs and to offering financial aid. Waldorf seeks students whose academic preparation, potential for successful collegiate study, and qualities of character will benefit from and contribute to the university community. The admissions committee seeks to look beyond standardized test scores and grades to individually consider each applicant's qualities. Consideration may be given to such matters as the quality of the high school courses completed; college-level classes completed; excellence in the visual or performing arts; achievement in co-curricular activities; and maturity, initiative, and seriousness of purpose as evidenced through work, travel experiences, or contributions to home, church, community, and school.

Applicants are judged on individual merit without regard for race, color, creed, religion, sex, age, sexual orientation, or national or ethnic origin. An otherwise qualified applicant will not be excluded from admission solely by reason of a disability.

Waldorf's admission program is operated fully in compliance with the "Statement of Principles of Good Practice" adopted by the National Association of College Admissions Counselors. Copies of this statement are available on request from the Admissions Office.

Additional Information

Applicants are welcome to submit additional information in support of their application or discuss with an admissions counselor personal matters which may have affected previous academic performance. Each applicant will be reviewed for acceptance based on grade point average, test scores, class rank, coursework taken, and recommendations. On occasion, the admissions committee may also defer a decision on an applicant's admission until other information has been received. For example, more recent test scores, results of the present semester's coursework, additional letters of recommendation, or a meeting with members of the Admissions Committee may be requested. If additional credentials are needed, the Office of Admissions will inform the applicant.

Notification of Admission Decision

Students are notified of the admission decision usually within two (2) weeks after the application file is complete and has been evaluated by the admissions committee. Acceptance of new freshmen who have not yet graduated from high school at the time of acceptance is tentative until official transcripts are received notifying the university of graduation. Falsification or omission of information on university applications may be cause for rescinding admission acceptance.

Non-Discrimination Policy

Waldorf University does not discriminate on the basis of race, color, national/ethnic origin, age, sexual orientation, or gender in admitting students to its programs or in administering its educational policies, scholarship programs, or other institution-administered programs. Applicants under the age of 18 are required to provide parental consent when entering into signed agreements with the University.

Academic Accommodations

It is the policy of Waldorf to provide reasonable accommodation for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other local and state requirements dealing with students who have recognized disabilities. A request for reasonable accommodation will be granted provided that the following criteria are met:

- The request for reasonable accommodation is based on individual needs.
- The request does not require a financial burden on Waldorf that is beyond what is viewed as customary and reasonable.
- The request does not compromise the basic requirements of the course.

Waldorf students who would like to request academic accommodations for a disability will need to contact the Disabilities Specialist in the Academic Achievement Center (AAC) to request and set up academic accommodations and provide appropriate documentation of their disability at least two (2) weeks prior to their first-class meeting. Students may contact the specialist at:

Waldorf University
Attn: AAC Disabilities Specialist
Thorson Hall Link
106 South Sixth Street
Forest City, IA 50346-1713
Telephone: 641.585.8211
Fax: 641.585.8125,
AAC@waldorf.edu

Appropriate documentation will include the Initial Academic Accommodation Request (available in the AAC or via the myWaldorf (student portal for online students), a diagnosis of the disability, testing results, and the impact of the disability on the student in the learning environment. The University is required by law to have current documentation of the disability in order to provide accommodations. Typically, academic testing results are required to be within the last three (3) years. (The timeframe of testing for certain disabilities can be more or less frequent based on the area of disability and the possibility of a change in the disability or condition pertaining to student needs and the requirements of our office.) Insufficient or incomplete documentation can result in a delay in the accommodations or the implementation of limited or temporary accommodations until appropriate and up-to-date documentation is received in the AAC office.

Recommended High School Program of Study

While Waldorf does not have a mandatory program of high school coursework required for admission, the following is recommended: 4 years of English, 3 years of mathematics, 2 years of foreign language, 3 years of natural science, and 4 years of social studies. Waldorf also believes that coursework in the arts or advanced-level courses is invaluable, and may, in certain circumstances, replace some of the requirements listed above. However, the university stresses English as the most critical area affecting success in collegiate study.

RESIDENTIAL UNDERGRADUATE ADMISSIONS

Freshman

Application for Admission

Applicants must complete the Waldorf University Application for Admissions. An application may be submitted online at waldorf.edu.

Transcripts

An official high school transcript is required of all first-time degree-seeking applicants. Please note that the University will require high school transcripts at two points in the Admissions enrollment process. Freshmen applicants who are high school students at the time of application should have their most recent official transcript sent which will include all courses taken and the grades earned during the student's freshman, sophomore, and junior years. A final, official transcript upon graduation from high school is required. Official General Education Development (GED) scores may be presented instead of a high school transcript.

High school applicants who have taken any college classwork while in high school need to have an official college transcript sent to the Office of the University Registrar if they want to receive credit for the college coursework (Post-Secondary Education Options (PSEO) and/or Dual Enrollment programs).

Students who have graduated from a non-credited high school or a home school program may be required to submit additional information and/or documentation about their educational program.

No scholarship or federal financial aid will be disbursed to students who fail to submit all required final official transcripts. In addition to not being eligible to receive aid, students who are still missing final official transcripts after beginning courses will not be allowed to register for courses the following semester, nor will they be able to obtain their official Waldorf University transcript until all required transcripts have been received. As a caveat, students who are missing their final official transcripts will not be able to participate in their extra-curricular activities (football, volleyball, soccer, theatre, choir, etc.).

Final, official transcripts should include the following:

- The names and grades for all courses completed during high school education along with the number of credits.
- The date of graduation, which must be after the date of the completion of all courses.
- The signature of the Registrar or designated official at the high school.

While Waldorf University will extend an offer of admission to students based on a "conditional" basis, the University reserves the right to revoke that offer if the student fails to submit an official transcript following the completion of graduation requirements, or if a discrepancy exists between the "conditional" acceptance data and the official transcript submitted following graduation.

High School Advanced Placement Courses

High school applicants who have taken Advanced Placement (AP) Examinations while in high school need to have an official AP College Board Exam Transcript sent to the Office of the University Registrar if they want to receive credit for the Advanced Placement exams.

ACT & SAT Scores

Freshman applicants for the residential program must have a minimum high school CGPA of 2.5. We do not require standardized test scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) because we believe our students are everything but standard. Waldorf University's size and focus on individual attention prepare students for lives of fulfillment in communities where they will live and serve.

Waldorf University Looks for Students Who…

- Have solid academic performance in high school.
- The strength and quality of the student's curriculum, recent trends in performance, personal grit, and participation in extracurricular activities, including leadership, talents, conduct, and more.
- Will have graduated from an accredited high school or equivalent by the time of their enrollment at Waldorf University
- Rank in the upper half of their high school graduating class.

Process for Reviewing Applicants Not Automatically Admitted

Students who do not meet automatic admissions criteria will have their files reviewed by the Academic Progress Committee (APC). The committee evaluates secondary and postsecondary achievement. In evaluating applications, the APC may request additional materials from the student, including but not limited to, a recommendation from a counselor or faculty member, a résumé describing personal achievement, a personal statement, and/or a retake/resubmission of a standardized exam prior to making an admission decision. Students may be accepted upon recommendation by the Committee. Students admitted in this manner may have specific limitations or requirements put in place as part of their offer of admission, including but not limited to, requirements to enroll in academic skills development courses through the Academic Achievement Center (AAC) to develop and follow an academic success plan, and/or to enroll in a limited number of credits their first semester.

Disclosure

Waldorf University requires that admission applicants for the residential program disclose whether they have had a history of criminal convictions.

Applicants must also disclose if they are required to register as a sex offender. Failure to disclose a history of criminal activity will result in immediate dismissal from the University.

Confirmation of Admission

Following notification of the admission decision, accepted students are required to submit a tuition deposit. After this deposit is received, the University will begin to work individually with the student to arrange class registration, housing, and orientation (the tuition deposit is refundable until May 1st).

Transfer Students

Waldorf University welcomes students who wish to transfer from other colleges and universities. College and university credit may be granted for courses satisfactorily completed at accredited institutions. The University reserves the right not to grant credit for courses where it considers the work unsatisfactory, for courses taken at an unaccredited institution, and to require that certain courses be taken at Waldorf. Transfer applicants are required to submit:

- Application for admission form
- An official final high school transcript
- Official transcript(s) from all colleges and universities attended (including all PSEO and Dual-Enrollment coursework)

No scholarship or federal financial aid will be disbursed to students who fail to submit all required final official transcripts. In addition to not being eligible to receive aid, students who are still missing final official transcripts after beginning courses will not be allowed to register for courses the following semester, nor will they be able to obtain their official Waldorf University transcript until all required transcripts have been received. As a caveat, students who are missing their final official transcripts will not be able to participate in their extra-curricular activities (football, volleyball, soccer, theatre, choir, etc.).

Upon acceptance to the University, the transfer student must submit the tuition deposit (refundable until May 1st). Transfer students who have earned sixty (60) credits prior to the first day of their first semester at Waldorf University are exempt from the University's three (3) year residency requirement and are not required to live in campus housing.

Transfer students who have earned fifty-nine (59) or less credits prior to the first day of their first semester at Waldorf University are required to participate in the three (3) year on-campus housing residency requirement.

Transfer Credit

Residential Program

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificates. They will be evaluated according to the nature and quality of work presented as judged by the University Registrar or their designee through official transcripts as recognized by the U.S. Department of Education Office of Post-Secondary Education (USDE-OPE), the Council for Higher Education Accreditation (CHEA), the American Council on Education (ACE), and the professional code of review standards set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Students who have earned an Associate of Arts (A.A.) degree from an accredited institution will have their degree considered for meeting all “Core” requirements, with the exception of PHL 111 Critical Thinking, REL 435A Life, Meaning, and Vocation, and any specific courses required by the individual major area of study. Courses with grades of “C-” or lower will be accepted within the Associate of Arts degree; however, transfer credit will not be recognized for those courses unless the total transfer credit awarded is less than or equal to the credits required to achieve Junior classification status. Students holding any other associate degree other than an Associate of Arts degree are not exempt from the “Core” requirements.

If a student has completed courses comparable to Waldorf University courses and successfully completed those courses with grades of C or better, then the courses will be considered for transfer credit*. All coursework earned within a major or minor must have a grade of C- or higher to be considered for graduation dependent upon the major area of study.

Up to 75-percent (75%) of undergraduate courses can be transferred into an undergraduate degree program based upon the degree requirements. Among the acceptable credits may be Advanced Placement (AP) tests, College Level Examination Program (CLEP) Exams, Prometric DSST Exams (DANTES), prior college/university credit, technical credit, military service credit, professional/life learning credit, and/or credit by examination.

All required Departmental internships and student teaching must be completed at Waldorf University to earn a Waldorf University degree. Departments may have additional requirements for admission and completion in a major field of study. See the Department of Interest for additional details.

*Grades earned in courses accepted for transfer are not included in the grade point average and are not used in computing academic honors, but the credits count toward the total number required for graduation.

International Residential Students

Waldorf University welcomes international applicants from around the world. To apply for admission at Waldorf, international students must submit the following documents:

- Completed Application
- A Clear Copy of the Name/Identification Page of your Passport.
- If you are currently on a Visa, please send a clear copy of the Visa as well.
- Original transcripts or officially certified copies from all secondary and post-secondary schools attended.

- If the transcript is in a language other than English, it must be accompanied by certified English translations.
- A transcript evaluation from either InCred or a National Association of Credential Evaluation Services (NACES) accredited evaluation service. Athletes will be required to use an InCred evaluation for NAIA evaluation and eligibility requirements.

Transcript evaluations are used for admissions, foreign credit transfer, and athletic eligibility. Students transferring from a college or university with an articulation agreement that waives the transcript evaluation may still be advised to complete it for athletic eligibility or course transfer.

Standardized Test Results

Qualifying tests include ACT, SAT, TOEFL, IELTS, Duolingo, or PTE. Please request that official results be sent directly to Waldorf University. Some tests may request Waldorf University's test code in order to send your results. Those codes are as follows:

- Submission Test Code for ACT: 1362
- Submission Test Code for SAT: 6925
- Submission Test Code for TOEFL: 6925

Scanned or photocopied results may be sent to the University; however, Waldorf University reserves the right to request official or certified results for verification before full acceptance into Waldorf University. Test Requirements may be waived if the student's transcripts show proof that the main language of instruction in High School and/or College was English. International students are required to submit financial documentation showing their ability to support themselves while in the United States of America. Proof of adequate financial support may include bank letters (on letterhead and officially signed) or bank statements certifying the account holder and the balance of the account. These documents must be dated in the last three (3) months. The documents must show a total balance equal to or greater than the cost of the student's first year at Waldorf University after scholarships are applied. Should these accounts be in the name of someone other than the potential student, the University will also request an Affidavit of Support from the account holder outlining their relationship to the potential student and willingness to support the student while in the U.S.A.

Following notification of the admission decision, accepted students are required to submit the following:

- Half of their first semester out-of-pocket costs
- A $125 USD housing deposit, if the student is living on campus

Upon arrival at Waldorf University, students will be asked to complete the following medical requirements:

- Show proof of medical health insurance coverage
- Submit a record of immunizations for MMR (measles, mumps, and rubella), polio, varicella, chicken pox, tetanus/diphtheria/ pertussis, and tuberculin skin test. Recommended but not required: HPV (human papillomavirus vaccine), influenza, meningococcal, hepatitis A, and hepatitis B.

Minimum Admission Requirements:

International freshman undergraduate applicants must have graduated from a secondary/high school with a 2.5 Cumulative GPA or better. Transfer students must have a 2.5 Cumulative GPA or better from any post-secondary schools attended and show proof of high school graduation.

Minimum Test Scores for Admission					
ACT	SAT	TOEFL	IELTS	DUOLINGO	PTE
ELA Score of 18	Evidence-Based Reading and Writing of 470	Internet Based of 61 Paper Based Minimum of 500	Band 5.5 or Higher	Minimum Score of 90	Minimum Score of 44

Waldorf University requires ALL full-time residential students (12.0 or more semester credits) to be enrolled in and maintain health insurance. Coverage can be obtained through enrollment in the health plan offered through Waldorf University, participation in a family member's employee health plan, or through the purchase of a private health plan. Please see the Mandatory Primary Health Insurance Coverage Policy in the Financial Information section for additional details.

All initial-status international students coming from outside the USA are required to live on-campus for their first semester at Waldorf University. After the first semester, international students who are qualified to live off-campus may do so. See Housing Residency Requirement for off-campus eligibility.

Other Residential Students

Part-Time Students

A student enrolled in fewer than twelve (12) semester credit hours of coursework during any semester is considered a part-time student. If a part-time student is applying for financial aid, the same application procedures must be followed as a full-time freshman. Otherwise, part-time non-degree-seeking students enroll directly with the Office of the University Registrar. A degree-seeking, part-time student must submit all official final transcripts of other high school/college/university coursework and/or complete an Application for Admissions and file a Declaration of Major with the Office of the University Registrar after completing 16.0 semester credit hours at Waldorf University

Honors College

Students seeking admission to the Honors College should notify either the Director of the Honors College or the Admissions Office. The Honors Committee will consider the student based on materials submitted in the regular admissions process. Normally, a student seeking admission to the Honors College must have a minimum of a 3.500 cumulative grade point average (4.0 scale) in secondary school work and/or a minimum ACT composite score of 24. Other promising students may be considered by the Director of the Honors College at their discretion. Students enrolled at Waldorf who have a cumulative GPA of 3.5 after the first semester may be admitted to the Honors College. (A 3.500 CGPA and a minimum of a grade of “B” in all Honors courses must be maintained to complete the Honors Program and be considered as a Waldorf Scholar.)

Former Students

Students who have interrupted attendance at Waldorf University for one (1) semester or more and who wish to return to Waldorf University, must apply for re-admission through the Admissions Office. Returning students will follow the requirements of the most recent catalog. Students who have attended other institution(s) of higher learning during their absence from Waldorf University must have a final official transcript sent from each institution to the Director of Admissions Office.

Withdrawal of Offers of Admission

Waldorf University requires all applicants for admission to provide complete and accurate information and to disclose any prior criminal history. The University reserves the right to withdraw offers of admission under the following circumstances:

- The conduct of an applicant is not consistent with the goals, purposes, values*, and philosophy of the University as stated in the university catalog and the student handbook.
- The misrepresentation of facts to the University by an applicant during the application; or
- The failure of an applicant to provide complete information as requested in the application process.

Additionally, Waldorf University reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to, personal behavior and social conduct that may poorly reflect Waldorf University's values*.

*Waldorf University does not discriminate based on race, color, religion, sex, age, national origin, disability, marital status, or public assistance, in accordance with applicable laws.

Admission Services and Campus Visits

Waldorf maintains an Admissions Office with counselors who are available to assist students in making college plans, including financial planning. Persons seeking admission services or desiring additional information about the university are encouraged to contact the Admissions Office:

Waldorf University
Office of Admissions
Voss Hall, 1st Floor, Suite A
106 South Sixth Street
Forest City, IA 50436-1713
Telephone 641.585.8112 or 1.800.292.1903 Email:
admissions@waldorf.edu.

Prospective students and their parents are invited and encouraged to visit the campus. Standard campus visits include personalized admissions talk, an opportunity to meet individually with a professor, and a campus tour. Additionally, one-on-one time with program directors and/or athletic coaches, if applicable. Events are held each semester and offer opportunities to tour the campus, meet students, chat with professors, and learn about Waldorf's degree program options. Visit waldorf.edu/visit to view the event schedule.

UNDERGRADUATE ONLINE ADMISSIONS

Online Undergraduate Admissions

To be considered for admission to an online undergraduate program, applicants must submit the following:

- A complete application
- Evidence of high school completion or equivalent:
    - Applicants transferring in 12 post-secondary credits or more may self-certify high school completion and provide the school's name, city, state, and year of graduation
    - Applicants entering directly from high school or transferring less than twelve (12) post-secondary credits must submit a final official high school transcript with a minimum GPA of 2.000 or equivalent prior to enrollment
- Final Official transcripts from previously attended post-secondary institutions, if applicable
- For students enrolling in the Bachelor of Science in Nursing (RN-BSN) program, a valid state issued RN license will be required for admission purposes

If utilizing Federal Student Aid (FSA), applicants must be accepted to Waldorf University and meet all other FSA eligibility requirements.

Online "Start Point" Program

For high school students to be considered for admission into the Online Start Point Program, applicants must submit the following:

- A complete application
- The applicant must be a minimum of fifteen (15) years of age
- The applicant must have completed their sophomore year of high school with a cumulative GPA of 2.500;
- Recommendation from a high school administrator, academic advisor, or counselor
- Copy of their current high school transcript (If a student is home-schooled, the student's parents can self-report the student's GPA via a documented letter to the Online Registrar or Director of Admissions)
- A Letter from a parent or guardian agreeing to financial responsibility

Online International Students Program

Waldorf University welcomes international applicants from around the world. To apply for admission at Waldorf, international students must submit the following documents:

- Completed Application
- Self-certification of Completion of a program that is considered to be equivalent to a United States (U.S.) Department of Education equivalency of a U.S. high school diploma or GED Certificate.
- Original transcripts or official certified transcripts from all secondary and post-secondary schools attended.
- If the transcript is in a language other than English, it must be accompanied by certified English translations.
- A transcript evaluation from a NACES-accredited evaluation service.

Transcript evaluations are used for admissions, foreign credit transfer, and athletic eligibility. Students transferring from a college or university with an articulation agreement that waives the transcript evaluation may still be advised to complete it for athletic eligibility or course transfer.

Standardized Test Results

Qualifying tests for online admissions include TOEFL, IELTS, Duolingo, or PTE. Please request that official results be sent directly to Waldorf University. Some tests may request Waldorf University's test code in order to send your results. Those codes are as follows:

- Submission Test Code for TOEFL: 6925

Minimum Test Scores for Online Admission		
TOEFL	IELTS	DUOLINGO
Internet Based of 61 Paper Based Minimum of 500	Band 5.0 or Higher	Minimum Score of 85

TOEFL, IELTS, and DUOLINGO scores are not required if:

- International students who have completed two (2) years of study in which English was the primary language of instruction.
- International students whose English language transcripts have been accepted by institutions domiciled in the U.S.A. and Canada.

- Written proof of successfully completing (2.0. GPA or higher) at least 30.0 academic semester credit hours of university/college level courses (excluding ESL or Development courses) that are transferable and that were taught completely in English.

Transcripts not determined on U.S. Department of Education equivalencies must be translated through a National Association of Credential Evaluation Services (NACES) approved translating service or by an Association of International Credential Evaluators (AICE) member organization. Please visit the NACES and AICE websites for more information. Students who cannot meet the above requirements because of exceptional circumstances may petition the Admission Committee to enroll under an alternate admission status (see Admissions Status Policy). If permitted, the student may be allowed to take a maximum of four (4) courses or 12.0 semester credit hours on a non-degree-seeking student basis. If a student has a 3.000 CGPA or higher after taking four (4) courses, the student may apply to be accepted as a degree-seeking student. If the student's GPA is lower than 3.0, the student's enrollment at Waldorf will be terminated. Please see the Online International Admissions Program for more details.

Scanned or photocopied results may be sent to the University; however, Waldorf University reserves the right to request official or certified results for verification before full acceptance into Waldorf University. Test Requirements may be waived if the student's transcripts show proof that the main language of instruction in High School and/or College/University was in the English language, or they have completed two (2) years of verified transcripted course work in English where the courses were taught primarily in English.

Admissions Status Policy for Online Programs

Students may enroll in an undergraduate program at Waldorf under one of the following:

- ***Accepted –*** Application approved, transfer credit evaluated, and all required official transcripts on file.
- ***Conditional – Application approved, and transfer credit evaluated based on unofficial transcripts.***
- ***Provisional –*** With the approval of the VPAA or designee, students entering with a CGPA of below 2.000 may be accepted into the undergraduate program with "Provisional Status."
- ***Temporary –*** Application submitted but has not been approved and evaluated for transfer credit.
- ***Non-degree Seeking –*** No additional evaluation of the student's application for admission is required.

Conditional admission to the online program allows undergraduate applicants to enroll in a program for up to twelve (12) semester credit hours based on true unofficial transcripts pending the receipt of the final official high school transcript or equivalent (if transferring in less than twelve (12) semester credits) or the final official post-secondary transcripts. Federal Student Aid is not available to students under Temporary Admission Status.

Students who wish to begin enrolling in online courses immediately after their application has been received may do so under Temporary Admissions Status and, while Temporary, may complete up to twelve (12) semester credit hours. Once all official transcripts are received and evaluated, an Application Evaluation Report will be issued to the student, and, pending a favorable review, the student's status will be changed to Accepted. Conditional Status is not available to students under Temporary Status.
When enrolling in online courses while on Temporary status, the student is responsible for selecting courses that will fulfill the requirements of their selected program of study. Information on Waldorf University's program course requirements can be found on the Waldorf website: www.waldorf.edu. For additional assistance on course selections, students may contact an Online Academic Advisor at advising@waldorf.edu. Before enrolling under Temporary status, students should make certain he/she meets the Waldorf University Online Admissions requirements of providing an official high school transcript or GED credentials.

A Waldorf University official transcript cannot be issued while a student is on Temporary status. A Waldorf University official transcript may be issued for students on Conditional Status; however, it will not list transfer credit. Students with Accepted Status may be issued a Waldorf University official transcript listing all institutional and transfer credits. Non-degree-seeking students are those interested in earning credit at Waldorf University, but are not, at this time, applying to enroll in a specific degree program. No additional evaluation of the student's application for admission is required. Non-degree-seeking students are not eligible for Federal Student Aid. Students must be a minimum of fifteen (15) years of age, have completed their sophomore year of high school, and may take no more than nine (9) semester credit hours per online term. Students with non-degree seeking status may be issued an official Waldorf University transcript upon completion of their coursework.

Online Transfer Students

Waldorf University welcomes students who wish to transfer from other colleges and universities. College and university credit may be granted for courses satisfactorily completed at accredited institutions. The University reserves the right not to grant credit for courses where it considers the work unsatisfactory, for courses taken at an unaccredited institution, and to require that certain courses be taken at Waldorf. Transfer applicants are required to submit:

- Application for admission form
- Evidence of high school completion (i.e.: official high school transcript) or an equivalent (i.e.: GED)
- Applicants successfully transferring 12.0 semester credit hours or more of post-secondary course work may self-certify their official high school completion by providing the school's official name, address (if available), city, state, and year of graduation.
- Official final transcript(s) from all colleges and universities attended (including all PSEO and dual enrollment coursework)

If the student is planning on utilizing Federal Student Aid (FSA), the student must be fully accepted to Waldorf University and meet all other FSA eligibility requirements.

Transfer Credit Online Programs

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificates. They will be evaluated according to the nature and quality of work presented as judged by the University Registrar or their designee through official transcripts as recognized by the U.S. Department of Education Office of Post-Secondary Education (USDE-OPE), the Council for Higher Education Accreditation (CHEA), the American Council on Education (ACE), and the professional code of review standards set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Students who have earned an Associate of Arts (A.A.) degree from an accredited institution will have their degree considered for meeting all "Core" requirements, with the exception of HUM 1020 Critical Thinking, REL 4035 Life, Meaning, and Vocation, and any specific courses required by the individual major area of study. Courses with grades of "C-" or lower will be accepted within the Associate of Arts degree; however, transfer credit will not be recognized for those courses unless the total transfer credit awarded is less than or equal to the credits required to achieve Junior classification status. Students holding any other associate degree other than an Associate of Arts degree are not exempt from the "Core" requirements.

If a student has completed courses comparable to Waldorf University courses and successfully completed those courses with grades of C or better, then the courses will be considered for transfer credit*. All coursework earned within a major or minor must have a grade of C- or higher to be considered for graduation dependent upon the major area of study.

Up to 75-percent (75%) of undergraduate courses can be transferred into an undergraduate degree program based upon the degree requirements. Among the acceptable credits may be Advanced

Placement (AP) tests, College Level Examination Program (CLEP) Exams, Prometric DSST Exams (DANTES), prior college/university credit, technical credit, military service credit, professional/life learning credit, and/or credit by examination.

All required Departmental internships and student teaching must be completed at Waldorf University to earn a Waldorf University degree. Departments may have additional requirements for admission and completion in a major field of study. See the Department of Interest for additional details.

*Grades earned in courses accepted for transfer are not included in the grade point average and are not used in computing academic honors, but the credits count toward the total number required for graduation.

Former Students

Students who have interrupted attendance at Waldorf University for more than twelve (12) months and who wish to return to Waldorf University must apply for re-admission through the Online Admissions Office. Returning students will follow the requirements of the most recent catalog. Students who have attended other institution(s) of higher learning during their absence from Waldorf University must have a final official transcript sent from each institution to the Online Admissions Office.

General Information

Identity Verification

Waldorf University must establish the identity of the student who registers in distance education programs to ensure it is the same student who participates in, completes courses, and receives academic credit. Applicants are required during the admissions process to submit a color image of a valid government issued photo ID, such as a state driver's license, state identification card, or U.S. passport. Waldorf University reserves the right to require additional sources of identity verification, such as the following:

- Social Security card
- Color, valid, unexpired U.S. Passport
- Utility bill less than 90 days old
- W-2 tax form
- Voter registration card
- Current lease or rental agreement
- Vehicle registration
- Current Homeowner's insurance policy with name and address
- International applicants are required to submit a color image of a valid international government issued driver's license, national/state/province identity card (including European ID card), or a valid international travel passport.

Additional identity verification sources may be required, such as but not limited to the following:

- Permanent Resident card
- Immigration and Naturalization Service Employment Authorization Card (I-766) (for those working in the U.S.)
- Border Crossing card
- Verification and Exceptional Cases

All documents submitted for review to determine admission status are subject to verification. Applicants selected for verification must provide final official high school or GED transcripts and any other documents requested by Waldorf University to complete verification. Verification may also be required if the U.S. Department of Education selects a student for verification and requests validation of high school graduation. Failure to comply with this request may result in immediate dismissal from Waldorf University and forfeiture of credits.

Verification may also be required if the U.S. Department of Education selects a student for verification and requests validation of high school graduation. Failure to comply with this request may result in immediate

dismissal from Waldorf University and forfeiture of credits. In addition to the above documents, Waldorf University reserves the right to require additional identity verification steps to include a video conference call and self-submitted photo of the student including color photo ID. This will help Waldorf ensure and protect the identity of the student and the integrity of our education process.

If an applicant is not able to obtain a final official high school transcript due to a natural disaster, the Online Registrar will review an admission petition to determine admission eligibility. In these cases, the student may be admitted conditionally as a non-degree-seeking student and must successfully complete twelve (12) semester credit hours approved by an academic advisor. Please see the Admissions Status Policy for Online Programs for additional information on being admitted into a degree program. Please submit all supporting documentation to assistant.registrar@waldorf.edu.

Documents (Unofficial/Official Documents)

Waldorf University must receive final official transcripts from high schools and post-secondary institutions previously attended in which transfer credit may be considered. Students in an online program may send copies of transcripts or unofficial documents during the initial admission period and enroll as students under conditional status. The student must provide final official transcripts prior to enrolling in twelve (12) undergraduate or six (6) graduate semester credit hours. Official transfer credit will not be awarded until final official transcripts are received by the Office of the Online Registrar. Transcripts from colleges/universities or programs not accredited by a U.S. Department of Education-approved accrediting agency will not satisfy the transfer credit criteria. Please see the section on Transfer Credit for additional information.

All documents provided to Waldorf University for admission become the sole property of Waldorf University and will not be returned at any time, nor is Waldorf University permitted to forward them to a third party.

Application Completion

Upon completing the online program application, students are given a transfer credit evaluation. The evaluation for a one-degree program is free of charge. There is a $35 USD fee for subsequent evaluations. Students will be notified of their acceptance status within ten (10) business days of receipt of all required admissions materials. Upon completion of the application, prospective students may register for courses.

Computer Access for Online Programs

Students taking online courses must have access to a computer, the internet, and an individual (nonshared) e-mail account to complete a program of study at Waldorf University. If personal internet services are unavailable, students are encouraged to contact local libraries, schools, or public businesses to locate access to the internet. Word processing programs that save in .doc format, Google Chrome, and Adobe Reader are also required. Other software programs or packages may be required for select courses or degree programs.

Online Enrollment System

Waldorf University measures course credits for both residential and online courses on a semester-credit hour basis. Course credit for online programs is measured according to semester hour equivalence for the term format. Therefore, a three (3) credit online course is equivalent to three (3) semester hours. Waldorf University offers its online programs in an accelerated format. The Term Enrollment System allows adult students the ability to fit their courses around their schedule. The Term Academic Calendar, located towards the end of the catalog, provides the term start dates, end dates, and registration periods. Because the online courses are asynchronous, there are no scheduled sessions in which students must be logged in at a certain time. Students log in during the week to review that week's unit assignments and then may study offline. Students log in to participate in class discussions and submit assignments. Each course must have a minimum number of student enrollments, or the course is subject to cancellation for that term. Academic advisors are available to assist students in planning course registration each term.

Please refer to the chart below for online enrollment status classifications.

- Full-Time (Online Undergraduate) 6.0 Semester Credits
- Half-Time (Online Undergraduate) 3.0 Semester Credits

Note: Dropping or withdrawing from courses can affect a student's enrollment status and their financial aid eligibility or disbursement.

When online students first enroll, the Online Admissions Department and their Academic Advisor assist them with the process of enrolling in their first course. Students will follow their degree advisement in the prospect portal. Students needing changes to their degree advisement should contact their Academic Advisor. Online students will be notified by e-mail once their registration has been processed. The e-mail contains online account information and instructions for accessing their online course. Within each online course, students will find the information necessary to begin their coursework.

Transcript Request Service (Online Only)

Waldorf University offers a transcript request service for online students. Upon request, we will contact the prior colleges and/or universities the applicant has attended in an attempt to secure all final official transcripts required. There is no fee for this service. Two (2) forms, the Request for Official Transcripts Form and the Payment Form, must be completed and signed, to process the request, to process the request. The Request for Official Transcript Form is sent to each college or university listed to request a final official transcript; the Payment Form is kept at Waldorf University for processing. Waldorf is unable to process any request without both forms being signed and submitted. The University can only order final official transcripts for institutions the student has listed on the forms. Some institutions do not accept third-party requests for transcripts. The Transcript Request Service forms can be emailed to WALTranscripts@waldorf.edu or faxed to 251.224.0573. Waldorf University Online cannot order international transcripts, CLEP scores, some military transcripts, and professional training certificates.

GRADUATE ONLINE ADMISSIONS

Graduate Students

Waldorf University welcomes graduate applicants from around the world. To apply for graduate admission at Waldorf University, students must submit the following documents:

- A complete application
- Final official transcripts of the student's earned bachelor's degree from a college or university recognized by the U.S. Department of Education.
- Minimum cumulative GPA of 2.500 at the undergraduate level or, in the case of transfer students, at the graduate level for full acceptance eligibility.

International Students

Waldorf University requires all non-native English speakers to prove a minimum level of English proficiency for graduate study. The University is not equipped to provide online English language support services for non-native speakers. Applicants are required to submit one of the approved exams below as proof of their English proficiency and skill. Exam results must be sent to Waldorf University Graduate Admissions directly from the corresponding testing center. Any and all qualifying exams must have been completed within two (2) years of their application to graduate school.

International students who are citizens of a country where English is considered a secondary language; however, all classroom and course instruction has been given in English for a period of not less than two (2) years may have the Test of English as a Foreign Language (TOEFL) examination waived at the discretion of Waldorf University. Students must supply final official transcripts to document qualification for this waiver.

Approved English Proficiency Test

Qualifying tests include TOEFL or IELTS. Please request that official results be sent directly to Waldorf University. Some tests may request Waldorf University's test code in order to send your results. Those codes are as follows: Submission Test Code for TOEFL: 6925

TOEFL			IELTS
TOEFL IBT	Writing Score	Speaking Score	Band Score
Internet Based with a Minimum of 80	Minimum of 20	Minimum of 20	6.5 or Higher

Note: TOEFL and IELTS scores are not required from applicants who successfully completed a minimum of four (4) years of undergraduate or graduate study at a college or university that is located in the USA and recognized by the U.S. Department of Education.

Admissions Status Policy

Students may enroll in a graduate program at Waldorf under one of the following:

- ***Accepted*** – Application approved, transfer credit evaluated, and all required official transcripts are on file from all undergraduate and graduate institutions attended.
- ***Conditional*** – Application approved, and transfer credit evaluated based on copies of transcripts or unofficial transcripts.
- ***Provisional*** – With the approval of the VPAA or designee, students entering with a GPA of 2.00 to 2.49 may be accepted into the graduate program with Provisional Status.

Graduate Transfer Students

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificates. They will be evaluated according to the nature and quality of work presented as judged by the University Registrar or their designee through official transcripts as recognized by the U.S. Department of Education Office of Post-Secondary Education (USDE-OPE), the Council for Higher Education Accreditation (CHEA), the American Council on Education (ACE), and the professional code of review standards set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Up to 50-percent (50%) of graduate courses can be transferred into a graduate degree program based upon the degree requirements. Waldorf University's graduate program permits a maximum of eighteen (18) semester credit hours of transfer credit for graduate-level courses (i.e., numbered at the 500-, 5000-, 600-, or 6000-level) pending their relevant relationship to the degree field of study. Due to specialized curriculums, some transfer credits may not apply to all Master's programs. Please review specific departmental degree requirements for more information.

Graduate transfer credit hours may be applied towards all areas of the field of study (major core, electives, and concentrations), provided that a minimum grade of "B" was earned for each transferred course. Courses with grades of "B-" or lower will not be accepted within the graduate degree programming. The University reserves the right to deny credit for courses where it or the graduate department considers the work unsatisfactory or to require that specific courses be taken at Waldorf University.

FINANCIAL INFORMATION

Waldorf University provides a concerted effort to maintain a level of student charges and a program of financial assistance that will assure eligible students, who wish to enroll at Waldorf University, are able to do so. Waldorf University holds costs to a minimum, consistent with competent instruction, and services. The university reserves the right to change, add, or delete charges without notice. Waldorf University reserves the right to add finance charges to unpaid account balances and to submit delinquent accounts to a third-party collection agency.

CHARGES FOR 2026-2027

A full-time student living on campus can expect the following charges for the 2026-2027 year (Fall and Spring semesters): tuition, comprehensive fees, and residential living charges.

Residential Tuition Rates

Residential Full-Time Tuition 2026-2027 year.....$26,008 annually
A student is full-time, if they are enrolled for 12.0 or more semester credit hours for any semester. The full-time tuition charge remains the same for all full-time students, whether they are taking 12.0 semester credit hours or 19.0 semester credit hours.

Residential Part-Time Tuition 2026-2027 year..... $660 per credit hour
A student is part-time, if they are enrolled for less than 12.0 semester credit hours for any semester. Students enrolled for less than nine (9.0) semester credit hours will be charged a discounted rate of $332 per credit hour.

Residential Overload Tuition 2026-2027 year..... $634 per credit hour If a student is enrolled in 19.5 or more semester credit hours during a semester, an overload charge for each semester credit hour over 19.0 will be assessed.

Online Tuition Rates

Online Undergraduate Tuition 2026-2027 year.....$345 per credit hour

Online Graduate Tuition 2026-2027 year…….....$470 per credit hour

Undergraduate Active-Duty Military using Tuition Assistance (TA)..... $250 per credit hour
The lower rate is offered to keep the tuition rate at the current DoD cap per credit hour. The Learning Partner tuition discount does not apply to students using TA. Waldorf University Learning Partners receive a tuition discount that is applied to the full tuition rate.

Graduate Active-Duty Military using Tuition Assistance (TA)..... $330 per credit hour

The tuition rate for active-duty military members using military TA is reduced for the graduate degree programs. There is an out of pocket expense of $240 per class. The Learning Partner tuition discount does not apply to students using TA. Waldorf University Learning Partners receive a tuition discount that is applied to the full tuition rate.

Online Start Point Program.....$250.00 per course
For all students under 18, parents must provide a signed statement of their intentions to pay for the courses.

Living Options

Residential Living Options and Rates.....$11,147 per year (base)
Base charge for a double room and a meal plan at Waldorf University offers students the ability to choose between several options and combinations for residential living. Students living on-campus may choose from three (3) meal plans (required) and four (4) living options. The base charge for residential living includes a double room and the purple (full) meal plan. All meal plans contain a set amount of flexible meal dollars which can be used to purchase meals and snacks at either of Waldorf University's two (2) food service locations. Additional deposits for a student's Warrior Cash account can be made by students or parents at the Waldorf Business Office. A $125 damage deposit is charged for the first semester only and is refunded less any damage fines upon checking out of the residence halls.

Living and Housing Accommodations or Modifications
Waldorf University provides appropriate living and/or housing accommodations or modifications to students based on their individual needs pertaining to a disability and/or health reasons or needs.
Students will need to contact the Director of Residence Life to request and make these arrangements.

Residence Hall Options
All rooms include furnishings, campus network/internet connections, and security. Residence halls offer free laundry, vending, TV lounges, common area kitchens, study areas, 24-hour door card security along with hall staff, and other security services.

- Double Rooms are available in Tanner Hall, Johnson and London Hall, and Ormseth Halls.
- Single Rooms are available in Rasmusson Hall, Tanner Hall, Johnson and London Hall, Ormseth Hall, Timberland Apartments, and the University Theme houses.
- Breen Hall Suites offers double rooms with a private bathroom.

All rooms on campus are air-conditioned. Contact the Director of Residence Life for additional information.

Other Residential Living Options

Theme Houses
Private university-owned houses on campus offer students additional space, broader living areas, and full kitchen and laundry facilities. Students living in a Theme House work together throughout the year on an agreed service theme. There are six (6) theme houses on campus.

Timberland Apartments with Single Room Per Semester with No Meal Plan
Single Room in Four (4) Bedroom Apartment..... $4,344
Utilities are included in the standard semester billing along with tuition, fees, etc. A $125 damage deposit is required by each student prior to the semester's start. A residential agreement is required to be signed by all four (4) students living in each apartment unit, as well as an apartment complex contract and the alcohol policy. Each apartment has four (4) bedrooms, two (2) bathrooms, laundry, dining, closets, and kitchen area with appliances, dishwasher, and living room. High-speed Internet is provided, as well as onsite parking (permit required) and garbage services. Students must provide some furnishings (beds provided, dressers, living room furniture, kitchen table, etc.). A meal plan is not included but may be purchased separately.

Room and Board Per Semester with Meal Plan:
Single Room (Rasmusson Hall, Tanner Hall, Johnson and London Hall, Ormseth Hall).....$6,480
Double Room (Rasmusson Hall, Tanner Hall, Johnson and London Hall, Ormseth Hall)..... $5,572
Breen Hall (double).....$6,026
Theme House..... $6,801

Meal Plan Options

Purple Meal Plan*.....19 meals per week plus $125 of Flexible Meal Dollars per semester
*All Freshmen are required to have the 19 Meal Plan for their first semester.
Gold Meal Plan..... 12 meals per week plus $225 of Flexible Meal Dollars per semester Silver Meal Plans..... 125 meals plus $300 of Flexible Meal Dollars per semester

Commuter Meal Plans

Block 80..... $714 for 80 meals plus $75 in Flex Dollars
Block 50..... $487 for 50 meals plus $75 in Flex Dollars
Block 30..... $380 for 30 meals plus $100 in Flex Dollars

Warrior Bucks

May be added to any Waldorf University ID card in any amount at the Business Office. Prior Warrior Bucks balances must be paid in full before being allowed to charge Warrior Bucks again

Transportation Services

For information regarding transportation services and related fees, please visit our website: waldorf.edu/transportation.

Residential Fees

Comprehensive Fees for the 2026-2027 Academic Year:

- Full-time students..... $1,508 annually
- Part-time students..... $144 annually

The comprehensive fee for all students covers costs associated with admission to student activities, most fine arts performances, and athletic events; use of library and learning resources; Campus Ministry, campus health services, and other services generally available to students. A portion of the fee goes directly to the Student Senate to support the many student activities and student organizations. The comprehensive fee for full-time students also includes membership at the Forest City YMCA. The comprehensive fee is charged each semester to all residential students who are enrolled.

Course Fees 2026-2027 Academic Year

The extraordinary cost involved in offering certain classes may involve an additional course fee. Please check catalog course descriptions for specific fee amounts. The Residential Student Online E-Book Fee is $85.00. This fee covers all materials and support services related to the Waldorf University online course. This includes e-books, technical support, proctoring, online tutors, and lab services related to the online course. The fee is per online course taken and is required of all residential students participating in online coursework.

Other Residential Course Fees 2025-2026 Academic Year

Art Supply Fees	$25 to $60
Private Instrumental Lessons	
• Semester Credit Hour	$336 per semester
• 2.0 Semester Credit Hours	$565 per semester
Private Voice Lessons	
• Semester Credit Hour	$410 per semester
• 2.0 Semester Credit Hours	$631 per semester
Music Fees	
• Instrumental Rental	$35 per semester
• Instrumental Locker Rental	$10 per semester

• Small Tunnel Locker Rental	$5 per semester
• Ensemble Attire Rental Fee	$25 per semester
• Ensemble Participation Fee	$50 per semester
(Waldorf Choir & Wind Symphony ONLY – only one fee per student)	

Recital Fees

• Half Recital	$166 per semester
• Full Recital	$332 per semester
Independent Study	$125 additional per credit hour
Directed Study	$125 additional per credit hour
Overload	$634 additional per credit hour

Other Residential Fees for the 2026-2027 Academic Year (continued)

Academic Achievement Center (AAC) Fee	$551 per semester
ACCEL Fee	$50 per approved course
Undergraduate Commencement Ceremony Fee *	$125 (billed in April)
Auditing a Course Fee	$181 per course
Concentration Change Fee	$25
Credit Card Processing Fee	3% of the charged amount
Degree Audit/Program Change Fee	$35
Early Arrival Fee / Extended Stay Fee (Housing)	$25 per day
E-Book Fee for Online Course Participation, if applicable	$85 per course
Incomplete Grade for Course Request Fee	$50 per course
Late Registration Fee (after semester start)	$100
Transcript Fee	$15 per transcript
Returned (NSF) Check Charge (per returned check)	$35
Stop Check Fee	$35
Student ID Card Replacement	$25
Research/Report Fee	$100 per hour
Replacement Undergraduate Cap, Gown & Tassel Fee ^	$55
Replacement Graduate Cap, Gown & Tassel Fee ^	$65
Replacement Graduate Master's Hood ^	$45
Replacement Diploma Fee ^	$45
Replacement Diploma Cover Fee ^	$25
Student Teaching Fee	$400
Student Teaching Fee (Out of Area Additional Fee**)	$350
Summer (Housing) Storage (optional)	$100
Transportation to Medical Clinics/Airports/Bus Station	$25 – $150
(Fees may vary based on mileage)	
Replacement Key Fob	$10
Lost Room Key (Re-core Lock)	$75
Check-Out Cleaning or Damage Fines (Room/Apartment/Suite/House)	$25 – $2000
(May vary depending upon replacement, repair, and cleaning costs. Please see specific details with Office of Residence Life)	
Winter Break Housing	$490
(Winter Break falls between Fall and Spring semesters for students not required to be on campus)	
Finance Charge (of the amount due, calculated on the 10th of each month).....	1% monthly

Fines for parking, room damage, and disciplinary fines vary on the incident and the student's frequency.
*Commencement Ceremony Fees will apply to students choosing to participate in Commencement Ceremonies at Waldorf University, NO refunds after January 1st – additional costs may be applied for mailing graduation cap, gown, tassel, and accoutrements in absentia.
**Additional Out of Area Student Teaching Fee (Placement outside of a 40-mile radius of Forest City, IA)
^ Includes cost of replacement item, processing, handling, and standard shipping via USPS

Online Fees for the 2026-2027 Academic Year

The Online Resource Fee is $60 per online course. This fee helps ensure Waldorf University can continually improve and provide up-to-date student-facing resources, systems, digital infrastructure, and available technologies, including but not limited to Waldorf's online learning systems, student portals, the online library, etc. Residential blended students and students using military benefits (i.e.: VA Chapter Benefits and Tuition Assistance) are exempt from the Online Resource Fee.

Additional Degree Program Evaluation Fee	$35
Transcript Fee	$15 per transcript
Certificate Fee	$40
Concentration Change Fee	$25
Credit Card Processing Fee	3% of the charged amount
Degree Audit/Program Change Fee	$35
Undergraduate Commencement Ceremony Fee *	$125
Graduate Commencement Ceremony Fee *	$160
Incomplete Course Request Fee	$50
Returned (NSF) Check Charge (per returned check)	$35
Stop Check Fee (per check)	$35
Priority Evaluation Fee	$25
Late Registration Fee	$50
Replacement Undergraduate Cap, Gown & Tassel Fee ^	$55
Replacement Graduate Cap, Gown & Tassel Fee ^	$65
Replacement Graduate Master's Hood ^	$45
Replacement Diploma Fee ^	$45
Replacement Diploma Cover Fee ^	$25
Finance Charge**	1% monthly
Online Resource Fee	$60 per course

*Commencement Ceremony Fee will apply to students choosing to participate in Commencement Ceremonies at Waldorf University. NO refunds after January 1st – additional costs may be applied for mailing graduation cap, gown, tassel, and accoutrements in absentia.
^ Includes cost of replacement item, processing, handling, and standard shipping via USPS
**Finance Charge: 1% of the amount due. Online student balances are considered past due after three (3) months of unpaid tuition and the absence of a payment plan. (Exceptions are taken into consideration if waiting on VA Benefits funding). If a balance due continues into a fourth (4th) month and beyond, a 1% Finance Charge will be added to the balance each month. Continued failure to make payments on past-due balances will result in the account being consigned to a third-party collection agency.

Campus Parking

*Parking Permit**

Waldorf University permits the use and parking of vehicles by students in specific lots on campus. All residential students living on campus are required to register their vehicles and purchase a parking permit to park in a Waldorf University student parking lot, when applicable. All residential students living on campus must purchase a new parking permit each academic year in attendance (July 1st through June 30th). Permits can be obtained through the Office of Student Life.

Parking Permit Fees*

Paved Parking Lots	$100 per year
Unpaved Parking Lots	$75 per year
Temporary Parking Permit	$5
Replacement Parking Permit	$5

*Parking permits are non-refundable and non-transferable.

Temporary and Student Guest Permits

If a temporary vehicle is brought to campus, it must be registered with the university within 24 hours of its arrival to campus. Temporary permits may be issued for up to one (1) week. If a student has a guest stay on campus, the student must obtain a guest parking permit for their guest. Temporary and student guest parking permits may be obtained through the Office of Student Life for $3. A replacement for a lost or damaged permit is $5.

Student Reserved Parking Lots

LOT A – RED **Paved** **It is located on the corner of West G and South 8th Streets**	**LOT B – PURPLE** **Paved** **It is located off West I Street, South of Breen Hall**
LOT C – GREEN **Unpaved** **Johnson & London Hall Residents. It is located adjacent to the Fieldhouse**	**LOT D – BLUE** **Paved** **Timberland Apartment Residents. It is located off Westgate Drive**

Overnight Parking

It is Waldorf University's policy that student vehicles are parked overnight in their assigned parking lots and not on Forest City streets. Student vehicles parked overnight on Forest City streets are subject to municipal ticketing and fines.

Parking Violations: Tickets, Booting and Towing

The University reserves the right to ticket and wheel-boot any vehicle on campus. Parking tickets are $20 per incident payable in the Waldorf University Business Office. Any vehicle issued four (4) or more parking tickets in one (1) semester will be wheel-booted for 24 hours. A $50 wheel-boot fine will be imposed to the student. After the 24-hour period, the wheel boot will be removed, if the student has settled all parking fines including the wheel-boot fee with the Waldorf University Business Office. On occasion depending on the severity of the issue, towing is a possibility for vehicle violations on campus. All parking fines are posted to the students' miscellaneous accounts.

Parking Violation Appeals

Students who feel they were unfairly issued a parking ticket have the option to appeal the violation fine or action. Appeals must be submitted to the Office of Student Life within ten (10) days from the issuance of the ticketed event. The appeal will be reviewed by a committee within two (2) weeks. The student will be notified of the decision regarding the appeal through e-mail. Appeal forms may be obtained through the Offices of Student Life.

Terms of Payment

At Waldorf University, you'll find that the Business Office staff stands ready to work with you to find a workable payment plan for each semester or terms bill. We're confident that we can find the best option for you and encourage you to contact us by telephone at 800.292.1903, extension 8135 (Residential) or 877.267.2157 (Online) or via e-mail at studentaccounts@waldorf.edu (residential) or accounting@waldorf.edu (online).

By the act of registration, students accept the responsibility to pay the charges for the entire semester, regardless of the method or source of payment. Suitable payment arrangements must be made each residential semester by August 31st for the Fall semesters and January 31st for the Spring semesters. Students who do not pay or make suitable payment arrangements for their semester bill will be placed on a Business Hold and may not be allowed to attend class, register for future coursework, or participate in extra-

curricular activities (Football, Soccer, Volleyball, Softball, Choir, Theatre, etc.) until payment or arrangements have been made at the Waldorf University Business Office.

Students in Waldorf University's Online programs must make suitable payment arrangements at the beginning of each term of registration. Students who do not pay or make suitable payment arrangements for their term bill will be placed on a Business Hold and may not be allowed to enroll in future coursework until payment or arrangements have been made through the Waldorf University Business Office.

Waldorf University reserves the right to withhold registration materials, transcripted grades, diplomas, and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, fines, or any other amounts due the University including Direct Student Loans. A student may be dismissed from the University for continued delinquency of financial obligations. Unpaid balances on the account will be turned over to a collection agency after 90-days.

Collection and/or other finance charges must be paid by the student, in addition to any unpaid amounts before the University can release information as described in the preceding paragraph.

*GI BILL® Veteran Benefits and Transition Act of 2018**

Waldorf University accepts student recipients of Chapters 31 and 33 education benefits of the G.I. Bill*. The University abides by Section 103 of the Veterans Benefits and Transition Act of 2018 whereas no penalties will be imposed on recipients due to delayed disbursement of a payment by the U.S. Department of Veterans Affairs. This includes 1) the assessment of late fees; 2) the denial of access to class or classes; 3) libraries or other institutional facilities and/or 4) any requirement(s) that the recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations, again, due to the delayed disbursement of any payment(s) by the U.S. Department of Veterans Affairs.

*GI Bill ® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website, www.va.gove/education/

Residential Students

In general, the amount owed to Waldorf University (after Financial Aid) for a specific semester is due according to the following schedule:

- Fall Semester..... August 31st
- Spring Semester..... January 31st
- Summer Semester..... ..... May 31st

Payment Options:

- *Payment in Full:* Payment is due August 31st for the Fall semester balance that is not covered by financial aid and loans. Payment is due January 31st for the Spring semester balance that is not covered by financial aid and loans.
- *Deferred Payment:* Successfully processed payment plans arranged with the Waldorf University Business Office will receive a deferment of 1% interest fee normally applied. This account must be paid in full to register for the following semester.

Note: Automatic payment forms are available by request. Please contact us by telephone at 800.292.1903, extension 8135 or via e-mail at studentaccounts@waldorf.edu (residential) or stop by the Waldorf University Business Office on the 2nd floor in Salveson Hall.

Online Students

Full Payment or Payment Plan Options

Waldorf University offers installment payment plans for eligible balances. Students may enroll in a payment plan through their student portal. For any charges not covered by financial aid, military or veterans' education benefits, third-party sponsorships, employer billing arrangements, or other approved funding sources, the first

payment is due by the end of the drop period. Subsequent payments are due according to the payment plan schedule established at enrollment. Students who fail to make required payments may be removed from their courses or be subject to other institutional collection procedures.

Corporate Direct Billing
Tuition is billed to the corporation responsible for funding an employee's tuition. Approved company, government vouchers, or purchase orders must accompany the Online Enrollment Agreements.

BUSINESS OFFICE SERVICES

The Waldorf University Business Office provides the following services to students:

- Tuition, Room, and Board Billing
- Negotiation of Payment Arrangements and Acceptance of Payments
- Tuition Deposit
- Dispersal of Work Study Checks

Located on the second floor of Salveson Hall, the Business Office hours are:
Monday to Friday 8:30 a.m. to 4:00 p.m.
Other Hours by Appointment
Students may contact the Business Office during office hours at 800.292.1903, extension 8135 or by email: studentaccounts@waldorf.edu

REFUND POLICIES

Residential Programs

Application to withdraw from all courses must be made to the Director of the AAC located in the Academic Achievement Center on the second floor of the Atrium. Any refunds, if applicable, will be based on the student's official withdrawal date. A student's withdrawal date will be determined by the University as (1) the date the student began the University's withdrawal process or the date the student officially notified the Director of the AAC of their intent to withdraw; (2) the midpoint of the semester if the student withdraws without notifying the University; or (3) the student's last date of attendance at an academically related activity as documented by the University. Once the student has completed more than sixty percent (60%) of the semester, there is no refund of tuition, board, or fee costs. If a student withdraws from the University before completing sixty percent (60%) of the semester, the student may receive a refund on tuition and food charges calculated as follows:

The portion of the student's tuition and food charges where the student is entitled to receive a refund is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days the student completed before they withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of five (5) days or more.) For example, if the student completes thirty percent (30%) of the semester, the student will receive a refund of seventy percent (70%) of the tuition and food charges the student was originally billed.

There is no refund on fees, housing costs, or other incidental charges. Any tuition adjustments will be done within thirty (30) business days.

U.S. Military Deployment Policy

Waldorf University will offer the following options to a student who is a member, or the spouse of a member, or if the member has a dependent child, of the military, National Guard, or reserve forces of the United States of America and who is ordered to state military service or federal service or duty:

- Withdrawal from the student's entire registration and receive a full refund of tuition and mandatory fees.
- Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses.

Any course(s) for which arrangements cannot be made for grades or incompletes shall be considered dropped, and the tuition and mandatory fees for the course shall be refunded. The student must submit official documentation that substantiates the circumstances and that indicates the dates that the student will be affected. Requests made without support documentation will not be considered.

U.S. Department of Veteran Affairs (VA) Refund Policy

Should a Waldorf University student who utilizes U.S. Department of Veteran Affairs (VA) benefits have a change in enrollment status which leads to the withdrawing or dropping of their course(s) after the term start date, there could be a subsequent overpayment of VA funds that will have to be resolved. Effective January 5, 2021, any VA debt of this manner becomes the responsibility of Waldorf University, not the student. This could include a potential differing balance as VA calculations are performed differently than the institutional policy outlined above, and it does not include any registration fee. Therefore, any remaining balance after the VA withdrawal calculations are performed will be added to the student account and should be paid before enrolling in future courses. Should mitigating circumstances occur that could impact the amount of funds owed, the student must reach out to the VA to discuss.

California – Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, the student must pay the state-imposed assessment for the Fund STRF, or it must be paid on their behalf, if they are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of their tuition. The students are not eligible for protection from the STRF and they are not required to pay the STRF assessment if they are not a California resident or are not enrolled in a residency program.

It is important that all students keep copies of their enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 65834
Telephone: 916.574.8900 or 888.370.7589.

To be eligible for STRF, a student must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. The student was enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or was enrolled in an educational program within the 120-day period before the program was discontinued.
3. The student was enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120-days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. The student has been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but has been unable to collect the award from the institution.
7. The student sought legal counsel that resulted in the cancellation of one or more of their student loans and had an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Return of Federal Title IV Financial Aid Funds Policy

As part of the Higher Education Amendments of 1998, Congress passed provisions governing what must happen to an individual's Federal Financial Assistance, if the individual completely withdraws from school in any semester. The policy governs all Federal Grant and Loan Programs, including Federal Pell Grant, Federal SEOG, Federal TEACH Grant, and Federal Direct Loans, but doesn't affect Federal Work-Study. In general, the law assumes that the individual will earn the Federal financial aid awards directly in proportion to the number of days of the term they attend. If the individual completely withdraws from school during a semester/term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance the individual has earned and is therefore entitled to receive up to the time the individual withdrew. If the individual receives (or the university receives on the individual's behalf) more assistance than they earn, the unearned excess funds must be returned to the Department of Education. If, on the other hand, the individual receives (or the university receives on the individual's behalf) less assistance than the amount they have earned, the individual may be able to receive those additional funds. The portion of the individual's Federal grants and loans they are entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days the individual completed before they withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of five (5) days or more.) For example, if an individual completes 30% of the semester, the individual earns 30% of the assistance they were originally scheduled to receive. This means that 70% of the individual's scheduled awards remain unearned and must be returned to the Federal government. Federal aid funds are returned in the following order, both by the University and the student:

- Unsubsidized Federal Direct Stafford Loans;
- Subsidized Federal Direct Stafford Loans;
- Federal Direct PLUS Loans;
- Federal Pell Grants;
- Federal SEOG Grants;
- Federal TEACH Grant;

Once the individual has completed more than 60% of the semester, they can be said to have earned all (100%) of their assistance. If they withdraw from the University (either officially or unofficially) before completing 60% of the semester, the individual may have to repay any unearned Federal funds that were already disbursed to them. Their withdrawal date will be determined by the University as (1) the date the student began the University's withdrawal process or the date the student officially notified the Director of the AAC of their intent to withdraw; (2) the midpoint of the semester if the student withdraws without notifying the University; or (3) the student's last date of attendance at an academically related activity as documented by the University. If the student has received excess funds that must be returned to the government, the University shares with the student the responsibility of returning those excess funds. The University portion of the excess funds to be returned is equal to the lesser of (1)the entire amount of the excess funds, or (2) the student's total tuition and fee charges multiplied by the percentage of unearned funds.

If the University is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return must be repaid according to the terms of their promissory note. If the student must return any grant funds, the law provides that the amount they must repay is to be reduced by 50%. This means that the student only has to return half of any excess funds they receive. If the return of unearned Federal assistance causes any portion of the student's tuition and fees to become uncovered, they will be billed by the University. In such cases, the student will be required to make arrangements with the Waldorf University Business Office to pay the balance. Refunds and adjusted bills will be sent to the student's home address on file in the Office of the University Registrar following withdrawal. Students are responsible for any portion of the institutional charges that are left outstanding after Title IV and other funds are returned. Any award money the student does have to return is considered a Federal grant overpayment. The student must either repay the amount due in full or make satisfactory arrangements with the Department of Education to repay the amount. The student must complete these arrangements within 45 days of the date of the University's notifying the student of their overpayment status or risk losing their eligibility for further Federal financial assistance. The student may contact the U.S. Department of Education Claims Division at 800.621.3115 for additional details or assistance.

Return of State of Iowa Funds Policy

If a student withdraws before the end of a semester after receiving state financial aid payments, the percentage calculated under the University's formula for return of institutional funds to the student's account must be used to calculate the state return of funds amount. The only state scholarship or grant program that is exempt from this policy is the State Work-Study Program.

Return of Institutional Funds Policy

If a student withdraws before the end of a semester after receiving institutional financial aid payments, the percentage calculated under the federal formula for the return of Title IV funds to the student's account will be used to calculate the institutional return of funds amount. The only institutional funds that are exempt from this policy is Institutional Work-Study. The portion of your institutional grants the student is entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days the student completed before they withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of five (5) days or more.) For example, if a student completes thirty percent (30%) of the semester, they earn thirty percent (30%) of the assistance they were originally scheduled to receive. This means that seventy percent (70%) of the student's scheduled awards remain unearned and must be returned to Waldorf University.

Rights and Responsibilities

Upon registration, the student and his or her parents (or legal guardian) agree to accept the responsibility and legal obligation to pay all tuition costs, food and housing fees, and other special fees incurred or to be incurred for the student's education. The University, in turn, agrees to make available to the student certain educational programs and the use of certain University facilities as applicable and described in this catalog. A failure to pay University bills releases the University of any obligation to continue to provide the applicable

educational benefits and services, including statements of honorable dismissal, grade reports, transcripts of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of University facilities including housing. Under certain circumstances, student paychecks may be applied to unpaid balances.

Online Programs

Online Programs Students who wish to drop or withdraw from the University are encouraged to complete the Course Drop/Withdrawal Form located in myWaldorf Student Portal; however, students may withdraw in any manner by contacting the Offices of the Online Registrar. Online students wishing to withdraw from a course must do so prior to the conclusion of Week 5 of the term.

Any tuition refunds due will be issued within thirty (30) business days. Tuition refunds for course withdrawals are based on the Refund Policy for Online Programs.

Full Tuition will be refunded for canceling a course within seven (7) calendar days from the term start date. The Resource fee will be refunded only for students who have not submitted any work in the course. The remaining tuition will be refunded based on the course start date and the tuition percentage amounts listed below.

Refund Due in the:
- ≤ 7 Days: 100%
- 8-14 Days: 80%
- 15-21 Days: 60%
- 22-28 Days: 40%
- 29-33 Days: 20%
- 34-56 Days: 0%

Refunds are issued from 0 percent to 60 percent on completion of calendar days in the term, in compliance with regulatory requirements. Therefore, refund eligibility occurs up to the 60 percent threshold, prior to the conclusion of Week 5. Students are not permitted to withdraw from a course after conclusion of Week 5.

Additional fees assessed are refundable under certain limited circumstances. For fees assessed on a course-by-course basis, refunds of the fee will be issued only if a student drops the associated course before the term starts or if the student is dropped for non-attendance during week 1. Once any coursework is submitted or the first-week drop period ends, the resource fee is non-refundable, as the course is considered attempted.

Convenience fees are non-refundable under all circumstances.

Mini-Term Refund Policy for Online Programs

Students who wish to drop or withdraw from the institution are encouraged to complete the Course Drop/Withdrawal Form located in myWaldorf Student Portal; however, students may withdraw in any manner by contacting the Office of the Online Registrar.

Any tuition refunds due will be issued within thirty (30) business days. Tuition refunds for course withdrawals are based on the Refund Policy for Online Programs.

Full tuition and registration fees will be refunded for canceling a course within seven (7) calendar days from the term start date. The remaining tuition will be refunded based on the course start date and the tuition percentage amounts listed below.

Refund Due in the:
- ≤ 7 Days: 100%
- 8-14 Days: 50%
- 15-28 Days: 0%

Additional fees assessed are refundable under certain limited circumstances. For fees assessed on a course-by-course basis, refunds of the fee will be issued only if a student drops the ad course before the term starts or if the student is dropped for non-attendance during week 1. Once any coursework is submitted or the first-week drop period ends, the resource fee is non-refundable, as the course is considered attempted.

Credit card fees are non-refundable under all circumstances.

U.S. Military Deployment Policy

Waldorf University will offer the following options to a student who is a member, or the spouse of a member, or if the member has a dependent child, of the military, National Guard, or reserve forces of the United States of America and who is ordered to state military service or federal service or duty:

- Withdrawal from the student's entire registration and receive a full refund of tuition and mandatory fees.
- Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses.

Any course(s) for which arrangements cannot be made for grades or incompletes shall be considered dropped, and the tuition and mandatory fees for the course shall be refunded. The student must submit official documentation that substantiates the circumstances and that indicates the dates that the student will be affected. Requests made without support documentation will not be considered.

U.S. Department of Veteran Affairs (VA) Refund Policy

Should a Waldorf University student who utilizes U.S. Department of Veteran Affairs (VA) benefits have a change in enrollment status which leads to the withdrawing or dropping of their course(s) after the term start date, there could be a subsequent overpayment of VA funds that will have to be resolved. Effective January 5, 2021, any VA debt of this manner becomes the responsibility of Waldorf University, not the student. This could include a potential differing balance as VA calculations are performed differently than the institutional policy outlined above, and it does not include any registration fee. Therefore, any remaining balance after the VA withdrawal calculations are performed will be added to the student account and should be paid before enrolling in future courses. Should mitigating circumstances occur that could impact the amount of funds owed, the student must reach out to the VA to discuss.

California – Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, the student must pay the state-imposed assessment for the Fund STRF, or it must be paid on their behalf, if they are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of their tuition. The students are not eligible for protection from the STRF and they are not required to pay the STRF assessment if they are not a California resident, or are not enrolled in a residency program.

It is important that all students keep copies of their enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 65834
Telephone: 916.574.8900 or 888.370.7589.

To be eligible for STRF, a student must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. The student was enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or was enrolled in an educational program within the 120-day period before the program was discontinued.
3. The student was enrolled at an institution or a location of the institution more than 120-days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120-days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. The student has been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but has been unable to collect the award from the institution.
7. The student sought legal counsel that resulted in the cancellation of one or more of their student loans and had an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Rights and Responsibilities

Upon registration, the student and his or her parents (or legal guardian) agree to accept the responsibility and legal obligation to pay all tuition costs, food and housing fees, and other special fees incurred or to be incurred for the student's education. The University, in turn, agrees to make available to the student certain educational programs and the use of certain University facilities as applicable and described in this catalog. A failure to pay University bills releases the University of any obligation to continue to provide the applicable educational benefits and services, including statements of honorable dismissal, grade reports, transcripts of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of University facilities including housing. Under certain circumstances, student paychecks may be applied to unpaid balances.

FINANCIAL AID

Through an extensive program of scholarships, grants, work programs, and loans funded by federal, state, and institutional sources, Waldorf University is determined to ensure that no qualified student will be denied an education due to a lack of adequate financial resources. The majority of our full-time students participate in one or more of the financial aid programs available through the University. The admission and financial aid staff will work to prepare an individual package to fit the needs of each family. Financial Aid awards aid based on demonstrated need while most merit and talent-based awards are determined by other departments such as admission, athletics, and performing arts.

Application Procedure:
Students need to complete the Free Application for Federal Student Aid (FAFSA) every year to be considered for the need-based aid programs. The FAFSA can be found at https://studentaid.gov/.

Scholarship and Grants
Students must be enrolled full-time to qualify for scholarships and grants. Institutional scholarships and grants are renewable for four (4) years unless otherwise stated.

- Total Gift Aid from all sources will not exceed direct costs. On-Campus Direct Costs are tuition, comprehensive fees, and housing and food). Off-Campus Direct Costs are tuition and comprehensive fees.
- All Waldorf University Institutional Funds (Scholarships & Grants) are considered Tuition-Related funds and will not exceed Tuition
- When the Iowa Tuition Grant (ITG), which is also tuition and fees related, is combined with the Waldorf Scholarship and Grants, together they will not exceed Tuition and Comprehensive Fees.

Academic Merit Based Scholarship Program (Institutional)
Waldorf University awards tuition scholarships to all incoming freshman and transfer students. The Academic Merit Scholarship ranges from $9,000 to full tuition. Students competing in NAIA athletic programs are awarded through the athletic scholarship program.

Participation Scholarship Program (Institutional)
Waldorf University students are very active outside of the classroom. The Participation Scholarship provides a “stackable” scholarship in addition to the academic merit scholarship. All students not receiving an athletic scholarship will qualify for a participation award in addition to their academic merit based scholarship.

Athletic Scholarship Program (Institutional)

Waldorf University awards athletic-only scholarships to our students competing in the NAIA athletic conference. Athletic awards are decided by the athletic programs. Students receiving an athletic scholarship award will not receive an academic or participation scholarship in addition to the athletic award. Academic standing is a part of the decision in the athletic award.

Scholarship Day Scholarship Program (Institutional)
Waldorf University hosts an annual scholarship competition for students who qualify to compete. Students will compete for tuition scholarships including and up to full tuition.

Resident and Commuter Scholarship
Residence Requirement Policy
Waldorf University provides a financially supportive scholarship program to our students. To maintain the longevity of our scholarship program, we follow a resident and commuter residence requirement to qualify for the scholarship programs offered. Our awards are calculated and awarded based upon the full direct cost of the institution, there are adjustments calculated based on the student's direct cost of attendance.

The definition of a student qualification of the resident scholarship program is that the student receiving the scholarship is living on campus and has purchased the required meal plan at Waldorf University. Waldorf University honors a residence expectation of its students. The residence requirement is listed below.

The definition of the commuter scholarship program is that the student receiving the scholarship has decided to not live on campus. There are requirements to qualify to move off campus prior to meeting one of the exemptions. Please review below for qualifications.

All full-time students at Waldorf University must live on campus for three (3) years to maintain their institutional scholarship(s). Exceptions to this rule will only be made for the following reasons:

- The student is living with a parent who is living in the home and the permanent legal home address and residence of that parent resides within 35 miles of campus.
- The student is married.
- The student has a child for whom such student has custody and provides care.
- The student must be 21 years of age by August 15th for the Fall semester or 21 years old by January 15th for the Spring semester.
- The student has completed 60 earned credits prior to the start of the semester. This does not include Dual Credit, PSEO, or IP classes taken while in high school. (This applies to incoming transfer students only at their time of enrollment.)

If the student is removed from campus housing due to disciplinary or other reasons as determined by the University, the student will still be responsible for the full cost of tuition, fees, food and housing for the remainder of the academic year in which they have been removed from campus.

If the student moves back on campus, in good standing, the student's institutional scholarship(s) will be reinstated to their original residential value.

If the student experiences a reduction in their institutional scholarship(s), and decides to continue with a residential meal plan, they will retain an additional 5% of their institutional scholarship(s). Waldorf students who have met the criteria outlined above and move off campus will retain 75% of their institutional awards. If the student has not met the criteria outlined above and is approved to move off campus, they will retain 25% of their institutional awards. The student that is applying to live off campus is required to complete the Housing Exemption Request Form available from the Office of Student Life.

University Funded Gift-Aid for Online Students

Scholarships

There are various scholarships available to online students. Please see www.waldorf.edu/onlinescholarships for the list of scholarships and their requirements.

Learning Partners

With the Learning Partner Tuition Discount Program, employees/members of the learning partners are eligible for tuition discounts established with individual organizations and exclusive scholarship opportunities in online degree programs. There is no cost to the organization, company, or group to become a learning partner with Waldorf University. Learning Partner discounts cannot be used with active-duty military tuition assistance.

Federal Government Funded Gift-Aid

Federal Grants

Federal Pell Grants of up to $7,395 are available to students through the U.S. Department of Education. The actual amount of these awards is based on demonstrated financial need and may be affected by the actual appropriation by the U.S. Congress. Application for the Federal Pell Grant is made by completing the appropriate questions on the FAFSA Application. Federal Supplementary Educational Opportunity Grants

(SEOG) are also disbursed by the University to students demonstrating the most need. The grant can be up to $200.

State of Iowa-Funded Gift Aid
Tuition Grants are funded by the State of Iowa to Iowa residents who demonstrate need and attend an independent (private) university in Iowa. The maximum award in 2025-2026 was $7,500. Final amount for 2026-2027 will be determined by the Iowa Legislature and signed by the Governor through the budget process in the 2026 legislative session. Application for the Iowa Tuition Grant is accomplished by completing a FAFSA Application. The forms must be received by the processing center by the July 1st deadline. It is suggested the form be completed in February or March online at www.studentaid.gov.

Loan Programs

Federal Direct Stafford Loan
Federal Direct Stafford Loan (Stafford Loan) requires entrance and exit counseling sessions. Loan disbursements cannot be made until the student has met the required entrance session and signed their Master Promissory Note (MPN). Students need to complete both their Direct Loan Entrance Counseling and sign their Master Promissory Note (MPN) at www.studentaid.gov. Transfer students who have had a Direct Stafford Loan before coming to Waldorf University do not need to attend another entrance session. Students will need to complete their Direct Loan Exit Counseling at www.studentaid.gov at the time they graduate or transfer.

William D. Ford Federal Direct Stafford Loan
The William D. Ford Federal Direct Stafford Loans, up to $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors, may be available through Waldorf University. Students may also receive up to an additional $2,000 in Federal Direct Unsubsidized Loans in addition to the above maximums. The federal government will pay the interest for the student while in college on a need-based subsidized loan. The student is responsible for all interest payments on an unsubsidized loan. The interest rate for 2025-2026 is a fixed rate of 6.39%, with a 1.057% loan fee, on both subsidized and unsubsidized loans. Minimum payments based on repayment plan chosen are due starting six (6) months after leaving college.

For parents, the **William D. Ford Federal Direct Parents' Loan for Undergraduate Students (PLUS)** is available for up to $20,000 per year per student, and $65,000 undergraduate lifetime maximum per student. Please refer to the award letter for more information. The parent must complete a Federal Direct Parent PLUS Loan Application and sign a Master Promissory Note at www.studentloans.gov.

Other Informational Resources

Work Programs
Part-time jobs on campus are held by almost half of the residential students at Waldorf University. These positions are located in virtually all the functional areas of the University, with widely varied responsibilities. Many students also seek part-time employment in the community of Forest City. Many local businesses use the service of the Financial Aid Office to seek Waldorf student employees.

Student Consumer Information
The following information is available and may be requested from the Student Financial Aid Office regarding the rights and responsibilities of students who are applying for or receiving any financial assistance in the following programs: Federal Pell Grant, Federal Supplemental Educational, Opportunity Grant, Federal Work-Study, Federal Stafford Loan, and the Iowa Tuition Grant: •

- Continued eligibility for aid
- Satisfactory Academic Progress (SAP)
- Methods and means of aid payments

- Responsibility of student repayment of loans and grants
- Terms and conditions of work-study employment
- Costs of attending the University
- University refund policy of prepaid tuition or fees and examples of such • Draft registration compliance laws, for TITLE IV funds

The Director of Admissions or the Director of Financial Aid may be contacted for the above student consumer information at 641.585.8120 or 1.800.292.1903, extension 8120.

ACADEMIC INFORMATION

Waldorf University is an academic community committed to providing students with many options for their education. Waldorf programs allow students to concentrate in-depth on their chosen major and to be well-prepared for their future careers. Waldorf is a private four-year university offering Certificates, Associate of Arts, Bachelor of Arts, Bachelor of Applied Science, Bachelor of Science, and Master of Arts degrees. The pages that follow provide information about the degree requirements and the academic policies of the University. The Waldorf faculty and staff are ready to assist students in any way they can to make their transition to Waldorf University as smooth and enjoyable as possible.

RESIDENTIAL UNDERGRADUATE DEGREE PROGRAMS

The following Major programs are currently offered on the residential campus (Major, Degree, CIP):

Biology (B.A./B.S.) (26.0101)
Business (B.A.S./B.A.) (52.0101)
- Business (B.A.S. Only)
- Finance and Banking (B.A. Only)
- Management (B.A. Only)
- Marketing (B.A. Only)
- Operations Management (B.A. Only)

Communications (B.A.) (09.0101)
- Digital Media
- Graphic Design
- Public Relations

Creative Writing (B.A.) (23.1302)
Criminal Justice (A.A./B.A.S./B.S.) (43.0104)
Education (B.S.)
- Elementary Education (13.1202)
    - K-6 Elementary Education Endorsement 102
    - K-8 English/Language Arts Endorsement 119
    - K-8 Instructional Strategist I Endorsement 260
    - K-8 Mathematics Endorsement 142
    - K-8 Music Endorsement 144
    - K-8 Reading Endorsement 148
    - K-8 Social Studies Endorsement 164
    - K-8 Art Concentration
    - K-8 Math Concentration
    - K-8 Music Concentration
    - K-8 Science Concentration
    - K-8 Spanish Concentration
    - K-8 Special Education Concentration
    - K-8 Theatre Concentration
- Secondary Education (13.1205)
    - 5-12 American Government Endorsement 157
    - 5-12 American History Endorsement 158
    - 5-12 Biology Endorsement 151
    - 5-12 Business Endorsement 1171
    - 5-12 Chemistry Endorsement 152

    - 5-12 English Endorsement 120
    - 5-12 Health Endorsement 138
    - 5-12 Instructional Strategist I: Mild & Moderate Endorsement 261
    - 5-12 Mathematics Endorsement 143
    - 5-12 Reading Endorsement 149
    - 5-12 Speech Communication/Theatre Endorsement 168
    - 5-12 All Social Sciences Endorsement 186
    - 5-12 World History Endorsement 166
- Music Education (13.1312)
    - K-12 Music Education Endorsement (K-8 #144, 5-12 #145)
- Physical Education (13.1314)
    - K-12 Physical Education Endorsement (K-8 #146, 5-12 #147)
- Coaching Endorsement 101 (Authorization)

English (B.A.) (23.0101)
Health Promotion and Exercise Science (B.A.) (19.0501)
History (B.A.) (54.0101)

- History
- Political Science

Liberal Arts (A.A.) *
Music (B.A.) (50.0901)

- Arts Management
- Music
- Music: Performance: Vocal/Instrumental/Piano

Psychology (A.A./B.A.) (42.0101)
Sport Management (A.A./B.A.) (31.0504)
Theatre Arts (B.A.) (50.0501)

- Performance (Acting/Directing)
- Design Technologies
- Playwriting
- Dramaturgy
- Drama and Psychology
- Media Design

Theatre Arts Management (B.A.) (50.0501)
Musical Theatre (B.A.) (50.0501)

* A.A. Liberal Arts are not eligible for Title IV funding.

The following Minor programs are currently offered on the residential campus:

Art
Biology
Business
Chemistry
Communications
Creative Writing
Criminal Justice
Criminology
Education
English
Health Promotion
Exercise Science

History
Humanities
Mathematics
Music
Political Science
Psychology
Religion
Shakespeare
Social Sciences
Spanish
Sport Management
Theatre
Children's Theatre

The following residential undergraduate Certificate** programs are currently offered:

Corrections
Criminology
Criminal Investigations
Criminal Justice
Technical Writing

** Certificate programs are not eligible for Title IV Funding

ONLINE UNDERGRADUATE DEGREE PROGRAMS

The following Major programs are currently offered via the online campus (Major, Degree, CIP):

Business (A.A.) (52.0101)
Business Administration (B.A.S./B.S.) (52.0101)

- B.A.S. and B.S. concentrations:
  - Communications o Finance o Health Care Management
  - Human Resource Management
  - Industrial Organizational Psychology o Management
  - Occupational Safety and Health o Project Management

Communications (A.A./B.A./B.A.S.) (09.0101)
Criminal Justice (A.A./B.A.S./B.S.) (43.0104)

- B.S. concentrations:
  - Homeland Security o Forensic Mental Health o Forensic Psychology o Public Relations
- B.A.S. concentration:
  - Homeland Security

Criminal Justice Administration (B.S./B.A.S.) (43.0103)
Cybersecurity (B.S.) (43.0303)
Diversity and Inclusion (A.A) (30.2301)
Early Childhood Education (A.A.) (13.1210) Emergency Management (A.A/B.A./B.A.S.) (43.0302)

- B.A. and B.A.S. concentrations: o Fire Science o Homeland Security

Fire Science (A.A) (43.0202)
Fire and Emergency Services Administration (B.A.S./B.S.) (43.0202)

- B.S. Concentration o Public Relations

Global Leadership (A.A) (52.1003)
Health Care Management (A.A./ B.A./ B.A.S.) (51.0701)
Homeland Security (A.A./B.A.S./B.A.) (43.0301)

- B.A. and B.A.S. Concentrations:
  - Criminal Justice o Emergency Management

Human Resource Management (A.A.) (52.1001)
Nursing (RN to BSN Program) (B.S.N.) (51.3818)
Leadership Communication (A.A.) (52.0501)
Management (A.A.) (52.0201)
Occupational Safety (B.A./B.A.S) (15.0701)
Occupational Safety & Health (A.A.) (15.0701) Organizational Leadership (B.A.S./B.S.) (52.0213)

- B.A.S. and B.S. concentrations:
  - Diversity and Inclusion o Global Leadership o Health Care Management o Leadership Communication o Occupational Safety and Health

Psychology (A.A./B.A./B.A.S.) (42.0101)

- B.A. concentrations: o Communications o Criminal Justice o Fire Science o Health Care Management o Occupational Safety and Health o Sport Management o Industrial Organizational Psychology o Mental Health Counseling
- B.A.S. concentrations: o Communications o Criminal Justice o Fire Science o Health Care Management o Occupational Safety and Health o Sport Management

Public Relations (B.A/B.A.S.) (09.0900)
Sport Management (A.A.) (31.0504)

The following online undergraduate Certificate** programs are currently offered:

- Communications Certificate
- Diversity and Inclusion Certificate
- Emergency Management Certificate
- Global Leadership Certificate
- Health Care Management Certificate
- Human Resource Management Certificate
- Leadership Communication Certificate
- Management Certificate
- Occupational Safety Certificate
- Sport Management Certificate
- Terrorism Studies Certificate
- Weapons of Mass Destruction Certificate

** Certificate programs are not eligible for Title IV Funding

ONLINE GRADUATE DEGREE PROGRAMS

The following Graduate programs are currently offered via the online campus (Major, Degree, CIP):

Business (M.B.A.) (52.0201)

- Artificial Intelligence (AI) for Business

- Criminal Justice Leadership
- Emergency Management Leadership
- Fire/Rescue Executive Leadership
- Human Resources
- Instructional Design and Technology
- Leadership
- Marketing
- Project Management
- Public Administration
- Sport Management

Education (M.Ed.) (13.1201)

- Teaching and Learning
- Teacher Leader
- Instructional Design and Technology (13.0501)
- Self Designed Concentration
- Artificial Intelligence (AI) for Education

Health Care Management (M.A.) (51.0701)

- Health Care Management
- Human Resources
- Project Management
- Marketing
- Leadership

Organizational Leadership (M.A.) (52.0213)

- Artificial Intelligence (AI) for Cybersecurity
- Criminal Justice Leadership
- Emergency Management Leadership
- Fire/Rescue Executive Leadership
- Health Care Management
- Human Resource Development
- Non-Concentration/General
- Public Administration Leadership
- Sport Management
- Teacher Leader

The following online Graduate Certificate** programs are currently offered:

- Business Administration
- Criminal Justice Leadership
- Cybersecurity
- Emergency Management Leadership
- Fire/Rescue Executive Leadership
- Healthcare Management
- Human Resources Management
- Instructional Design and Technology
- Leadership
- Marketing
- Project Management
- Public Administration Leadership
- Sport Management

- Social Emotional Learning

** Certificate programs are not eligible for Title IV Funding

DEGREE REQUIREMENTS

General Education Undergraduate Studies

All Waldorf degrees require a common general education “Core” of studies in the liberal arts. The faculty believes that students should obtain broad exposure to many different subject areas, as well as continue to develop the basic skills of learning. Through core courses, the faculty hopes to develop the knowledge, skills, and attitudes characteristic of liberally educated persons. In addition, a student should learn some of the major questions asked by each discipline, the methodology used by each discipline to seek answers to the major questions and to have some basic core knowledge in each field. The Waldorf faculty has placed special emphasis on developing communication skills (reading, writing, speaking), critical thinking skills, global awareness, and wellness.

Certificate Programs

- Requires completion of the Certificate curriculum
- Requires completion of the required courses in a field of study which must fall between 15 – 18 semester credits
- Requires a minimum grade of C- or higher in all coursework
- Requires a minimum CGPA of 2.00 in all coursework completed at Waldorf University
- Requires a minimum of 15 semester credits for residential programs or 15 semester credits for online programs to be considered for graduate consideration

*Certificate programs are not eligible for Title IV Funding
** Students are allowed to transfer in a maximum of 3 semester credits into a Certificate Program

The Associate of Arts Degree (A.A.)

- Requires completion of the A.A. core curriculum
- Requires completion of the required courses in a field of study which must fall between 15 – 18 semester credits
- Requires a minimum grade of C- or higher in all coursework in the major and concentration, track, or emphasis courses*
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments
- Requires a minimum CGPA of 2.00 in all coursework completed at Waldorf University*
- Requires a minimum of 64-semester credits for residential programs or 60-semester credits for online programs to be considered for graduate consideration

*Some majors may require a minimum grade greater than that of a C- in all coursework for the major field of study and/or a CGPA greater than 2.00 for graduate consideration.

Note: Not all A.A. degrees are eligible for Federal Title IV funding

The Bachelor of Arts Degree (B.A.)

- Requires completion of the core curriculum (64-semester credits residential / 60-semester credits online)
- Requires completion of the required courses in a major field of study which must fall between 40 – 50 semester credits
- Requires a minimum grade of C- or higher in all coursework in the major and concentration, track, or emphasis courses.*
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments

- Requires a minimum CGPA of 2.00 in all coursework completed at Waldorf University*
- (R) Requires that a minimum of 37 upper-division semester credits presented for graduation be at the 300/3000 – 400/4000 level
- (O) Requires that a minimum of 36 upper-division semester credits of the online courses presented for graduation be at the 3000 – 4000 level
- Requires a minimum of 124-semester credits for residential programs or 120-semester credits for online programs to be considered for graduate consideration

*Some majors may require a minimum grade greater than that of a C- in all coursework for the major field of study and/or a CGPA greater than 2.00 for graduate consideration.

The Bachelor of Applied Science Degree (B.A.S.)

- Requires completion of the core curriculum (64-semester credits residential / 60-semester credits online)
- Requires completion of the required courses in a major field of study which must fall between 42 – 60 semester credits
- Requires a minimum grade of C- or higher in all coursework in the major and concentration, track, or emphasis courses.*
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments
- Requires a minimum CGPA of 2.00 in all coursework completed at Waldorf University*
- ((R) Requires that a minimum of 30 upper-division semester credits presented for graduation be at the 300/3000 – 400/4000 level
- (O) Requires that a minimum of 30 upper-division semester credits of the online courses presented for graduation be at the 3000 – 4000 level
- Requires a minimum of 124-semester credits for residential programs or 120-semester credits for online programs to be considered for graduate consideration

*Some majors may require a minimum grade greater than that of a C- in all coursework for the major field of study and/or a CGPA greater than 2.00 for graduate consideration.

The Bachelor of Science Degree (B.S.)

- Requires completion of the core curriculum (64-semester credits residential / 60-semester credits online)
- Requires completion of the required courses in a major field of study which must fall between 50 – 60 semester credits
- Requires a minimum grade of C- or higher in all coursework in the major and concentration, track, or emphasis courses.*
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments
- Requires a minimum CGPA of 2.00 in all coursework completed at Waldorf University*
- ((R) Requires that a minimum of 37 upper-division semester credits presented for graduation be at the 300/3000 – 400/4000 level
- (O) Requires that a minimum of 36 upper-division semester credits of the online courses presented for graduation be at the 3000 – 4000 level
- Requires a minimum of 124-semester credits for residential programs or 120-semester credits for online programs to be considered for graduate consideration

*Some majors may require a minimum grade greater than that of a C- in all coursework for the major field of study and/or a CGPA greater than 2.00 for graduate consideration.

Graduate Studies (Online Only)

Graduate Certificate

- Requires completion of the Graduate Certificate curriculum
- Requires completion of the required courses in a field of study which must fall at 12 semester credits
- Requires a minimum grade of B or higher in all coursework
- Requires a minimum CGPA of 3.00 in all coursework completed at Waldorf University
- Requires a minimum of 12 semester credits for online programs to be considered for graduate consideration

*Certificate programs are not eligible for Title IV Funding
** Students are allowed to transfer in a maximum of 3 semester credits into a Certificate Program

The Master of Arts Degree (M.A.)

- Requires completion of the required courses in a major field of study which must fall at 36 semester credits
- Requires a minimum grade of B or higher in all coursework in the program and concentration, track, or emphasis courses.
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments
- Requires a minimum CGPA of 3.00 in all coursework completed at Waldorf University
- (O) Requires that a minimum of 36 upper-division semester credits of the online graduate courses presented for graduation be at the 5000 – 6000 level
- Requires a minimum of 36 semester credits for online programs to be considered for graduate consideration

The Master of Education Degree (M.Ed.)

- Requires completion of the required courses in a major field of study which must fall at 36 semester credits
- Requires a minimum grade of B or higher in all coursework in the program and concentration, track, or emphasis courses
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments
- Requires a minimum CGPA of 3.00 in all coursework completed at Waldorf University
- (O) Requires that a minimum of 36 upper-division semester credits of the online graduate courses presented for graduation be at the 5000 – 6000 level
- Requires a minimum of 36 semester credits for online programs to be considered for graduate consideration

The Master of Business Administration (M.B.A).

- Requires completion of the required courses in a major field of study which must fall at 36 semester credits
- Requires a minimum grade of B or higher in all coursework in the program and concentration, track, or emphasis courses
- Requires completion of additional courses, including but not limited to any supporting courses required by the major in other departments
- Requires a minimum CGPA of 3.00 in all coursework completed at Waldorf University
- (O) Requires that a minimum of 36 upper-division semester credits of the online graduate courses presented for graduation be at the 5000 – 6000 level
- Requires a minimum of 36 semester credits for online programs to be considered for graduate consideration

MAJORS AND MINORS

Major

A major is intended to permit students to study a particular discipline in some depth. It consists of freshman to senior-level courses numbered and completed in a manner specified by the faculty of the department. Lower division (freshman/sophomore) courses provide a basis for understanding more advanced upper division (junior/senior level) courses.

At Waldorf University, a major leading to a Bachelor of Arts (BA) degree consists of no less than 40 semester credits and no more than 50 semester credits in a particular field (as a guideline). A BA degree limits the size of a major to encourage students to explore other fields of study. A major leading to a Bachelor of Applied Science (BAS) degree consists of no less than 42 semester credits and no more than 60 semester credits in a particular field (as a guideline). A major leading to a Bachelor of Science (BS) degree consists of no less than 50 semester credits and no more than 60 semester credits in a particular field (as a guideline). The BS degree intentionally goes into greater depth in a particular field at the expense of some of the broadening opportunities of the BA degree.

All Bachelor's degree programs at Waldorf University require a minimum of 36-37 upper-division credits presented for graduation to be at the 300/3000 – 400/4000 level. Please see your degree requirements for specific details.

Some residential majors contain several tracks, concentrations, or emphases that allow some specialization according to the student's interest. A major with these often has a defined core of departmental courses that are common to all the tracks, concentrations, or emphases. Many majors require supporting coursework in other departments which are needed to give the student adequate background to be proficient in the major. Prerequisites are courses that must be taken prior to taking another course. A course with prerequisites typically assumes knowledge and understanding gained in the prerequisite courses.

Declaring a residential major is done formally no later than the end of the sophomore year by notifying the Offices of the University Registrar at the time of registration. A student must be making normal progress toward graduation as defined in the Waldorf University catalog to be admitted to a major. A faculty member in the major will typically be assigned as an academic advisor to the new major. There is no restriction on a student deciding on a major from the time the student enters Waldorf University.

Declaring an online major is done at the time the student enters the Waldorf University Online Program. To graduate from Waldorf University, one must attain a minimum cumulative grade point average (CGPA) of 2.00 for undergraduate work and a minimum CGPA of 3.00 for graduate work. Some majors or departments may require a higher CGPA than the minimum for degree granting.

Double Major Policy

Double-major students at Waldorf University may elect to double major by declaring a second major and arranging for a second academic advisor. To complete the double major, all the requirements for the second major must be completed at the same time as all the graduation requirements for the primary major, core, and credit requirements are completed. If a student completes the graduation requirements for either major prior to taking all requisite courses for the second major, the student will be moved to graduate status with a single major per federal mandate(s).

For students who elect to double major in programs with different degree levels (i.e.: one major is in a B.A. program and the second major is in the B.S. program), a degree would be conferred for both majors. An additional fee of $65 will be added to the student's account for the secondary degree parchment and cover.

Once a student has earned a Bachelor's degree, they are no longer eligible for Federal Pell Grant or Federal SEOG Grant monies. Students pursuing a second and same BA, BAS, or BS are not eligible for Federal Direct Loans. Students may receive Federal Direct Loans, if and only if, the student is pursuing a second but

different bachelor's degree (i.e.: earned a B.A., pursuing a B.S.) or has earned a bachelor's degree and pursuing a master's degree. Standard tuition and fees apply for the secondary major and/or degree. Students may consult with a Financial Aid Counselor for more information.

Second Majors for Returning Students Policy (Online Only)

Students who may wish to return to Waldorf University for a second AA, BA, BAS, BS, or MA degree after graduation, and may be pursuing a different career, area of interest, or personal goal(s), should apply for re-Admission. It often takes less time to earn a second degree at the same level than to complete a degree of a higher designation.

Students returning for a subsequent degree program must have successfully passed a previous program of study and must have zero (0) outstanding balances with Waldorf University prior to the submission of a new application. Students are required to have an Evaluation of Transfer Credit completed by the Registrar's Office for their selected degree program with Waldorf University. Students pursuing more than one educational objective under the same degree are not eligible for Federal Aid (i.e.: B.A. Psychology and B.A. Communications). Once a student has earned a bachelor's degree, they are no longer eligible for Federal Pell Grant or Federal SEOG Grant monies. Students pursuing a second and same BA, BAS, or BS are not eligible for Federal Direct Loans. Students may receive Federal Direct Loans, if and only if, the student is pursuing a second but different bachelor's degree (i.e.: earned B.A., pursuing B.S.) or has earned a bachelor's degree and pursuing a master's degree. Standard tuition and fees apply for the secondary major and/or degree. Students may consult with a Financial Aid Counselor for more information.

Students using VA Benefits who wish to pursue more than one (1) educational objective should speak with an Education Case Manager at 1.888.GIBILL1 (442.4551) to review their individual Education Benefits. Additionally, students may contact the VA via their secure email service by using the "Questions and Answers" section at GIBILL.va.gov.

*GI Bill ® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website, www.va.gove/education/

Minor (Residential Only)

A minor is intended to give a representative sampling of the field of study or to provide the basics needed by a student studying in another major. A minor field of study at Waldorf University contains no less than 20 credits and no more than 24 credits, (as a guideline). Generally, all credits for a minor are earned within the same department and all courses must earn a minimum grade of C- or higher in the minor concentration. A minor has to be declared no later than the time of a student's Application for Graduation submission.

Graduation

Graduating with Honors

Special honors are awarded to bachelor-level students at the time of graduation in recognition of high scholarship. These are designated by the terms Cum Laude (with distinction), Magna Cum Laude (with high distinction), and Summa Cum Laude (with highest distinction). The honor is conferred cum laude on those who have a cumulative grade point average of 3.50 to 3.69; magna cum laude on those who have an average of 3.70 to 3.89; and summa cum laude on those who have an average of 3.90 or above.

Commencement Participation

Participating in the commencement ceremony is not the same as graduating. Waldorf University encourages all students to participate in the events as a celebration of their academic achievements; however, it is not mandatory. Waldorf University Commencement is held once a year, at the end of the spring residential semester. Students who plan to graduate in April, June, or July may participate in the spring commencement program of the same year if they are within 12.0 semester credits of graduate status for undergraduate students and 6.0 semester credits for graduate students. Students who plan to graduate after July are included in the following spring commencement program.

Students who meet the Commencement participation eligibility requirements and wish to participate in the Spring Commencement Ceremonies will be required to complete an Application to Participate in Commencement Ceremonies online no later than October 1st of the prior year of the Commencement Ceremony of participation (i.e.: If the ceremony is in May of 2030, an application must be submitted by October 1st of 2029). Late and incomplete applications may not be processed. Please contact any of the Offices of the University Registrar for additional information or details.

Students completing a Certificate program are not eligible for participation in Commencement Ceremonies.

Waldorf University does not charge a fee for graduating from the University; however, there is a Graduation Celebration fee for those who wish to participate in Commencement Ceremonies. This covers the costs of gowns, hoods, honors accouterments, diploma covers, et al. Please contact any of the Offices of the University Registrar for additional information or details.

Petitions for Waivers

Petitions for waivers of graduation requirements should be directed to the Vice President for Academic Affairs. Neglect or ignorance of graduation requirements are not considered appropriate petitions. Incoming transfer students and students confronted with unique transfer requirements are generally given special consideration.

Residential Special Programs

The Honors College

The Honors College provides programs that serve the needs of motivated and academically successful students. It offers honors courses, honors sections of required courses, special seminars, independent research opportunities, trips to regional cultural events, and the overseas World Trip. Entrance to the Honors College from high school requires at least a 3.5 cumulative grade point average (CGPA) and/or a 24 ACT composite score, where applicable. Other promising students who seek intensive and alternative forms of learning may be invited to join the college by the Honors Director. Students interested should request additional information from their personal Admission Representative or the Director of the Honors College.

Students currently enrolled at Waldorf University may join the Honors College if they have a 3.5 CGPA. This grade point must be maintained to remain an honors student. Enrolled students should inquire about membership in the Honors College Office located in Thorson Hall, 2nd Floor Honors Suite, Room 236.

First-year Honors students enroll in Honors 106 (HON 106 Honors Composition I) their first semester and Honors 107 (HON 107 Honors Composition II) their second semester. The Honors 106 and 107 combination sequence replaces the English “Core” requirements of ENG 120 Composition I: Reading and Writing and ENG 121 Composition II: Writing and Rhetoric and the English 200 or above (ENG 200+) Literature Elective requirement for all undergraduate degree-seeking Waldorf students. Honors College members are eligible to take any honors courses offered at Waldorf without prior approval. Students are invited to all activities sponsored by the Honors College for its whole membership. With successful completion of their undergraduate degree program, they graduate from the Honors College at Waldorf University.

Students who participate only in Honors 106 (HON 106 Honors Composition I) may use the course to replace the “Core” requirements ENG 120 Composition I: Reading and Writing and ENG 121 Composition II: Writing and Rhetoric. Students who participate only in Honors 107 (HON 107 Honors Composition II) may use the course to replace the “Core” requirements of English 200 or above (ENG 200+) Literature Elective.

A student who is not a member of the Honors College may take honors courses if the student has at least a 3.00 CGPA and has written permission of the instructor and the Director of the Honors College.

Waldorf Scholars

Honors College students who maintain a CGPA of 3.5 or higher and who wish to undertake a special course of academic work and study, may be eligible for Waldorf Scholar status and for the Honors World Trip.

To be designated a Waldorf Scholar, a student must have completed, with a minimum final grade of B, HON 106 Honors Composition I, HON 107 Honors Composition II, HON 200 Honors Philosophy, HON 205H Honors Contemporary Ethical Issues, three (3) Honors Colloquia for a total of three credits (1 credit per colloquium) (HON 279 Honors Colloquium I,, HON 289 Honors Colloquium II, and/or HON 399 Honors World Trip), and an independent research project via HON 499 Honors Thesis for a total of two credits (Fall 1.0, Spring 1.0). The scholar must present the results of their research at a public venue such as Waldorf's annual academic conference, *Inquirere*, and they must submit a publishable copy of their final paper or project to the Honors College Director.

Students who are successfully making academic progress towards Waldorf Scholar Status are eligible, if they choose to be, to enroll for the HON 399 Honors World Trip. The biannual World Trip is a voyage abroad accompanied by Waldorf faculty. This trip is partially subsidized by the University in honor of its Waldorf Scholars. The trip is normally to Europe and takes place at the end of the spring semester.

Pillars Program

The Pillars Program at Waldorf University is a transformative four (4) year journey that empowers students to connect, engage, and communicate with local and global communities in profound ways. Beginning in their first year, students embark on a guided exploration of their personal and professional passions, uncovering the unique talents and interests that will shape their academic and career paths. As they progress to their second year, the focus shifts to the development of effective collaboration skills, equipping students to work productively and synergistically with diverse teams and community partners. The third year then immerses students in the rich traditions and cultural contexts that inform meaningful work, cultivating a deep understanding of how to implement change and innovation while honoring the lessons of the past. Finally, in their capstone fourth year, students engage in comprehensive personal and professional goal-setting, translating their accumulated knowledge and experiences into concrete plans for future success. Through this carefully structured sequence of programming, the Pillars Program ensures that Waldorf students graduate as confident, well-rounded individuals who are poised to make a lasting impact on the world around them. By balancing personal introspection, interpersonal growth, cultural awareness, and strategic planning, the Pillars Program equips students with the essential skills and mindsets to thrive as engaged global citizens. Pillars Program participants receive 0.5 credit per semester for participation

Directed Research (DR) (Must Submit Syllabus) ^

A directed research provides an opportunity for a capable student(s) to design and carry out an individual or group research project under the direction of a faculty member. Directed research should align with a student's degree program and be completed using university resources. Directed research may be taken for variable credit as determined by the supervising instructor. A fee per semester credit hour will be charged for a directed research, in addition, to the normal tuition rate (See fees and tuition rates for details).

Qualifications and Limitations:

- A completed Directed Research Agreement form with a syllabus.
- At least sophomore standing (Honors students are eligible as second-semester freshmen).
- A cumulative grade point average (CGPA) of 2.50 or higher.
- Approval from the course instructor, Department Chair, the Academic Dean/VPAA, and the University Registrar on the Directed Research Study Agreement form.
- Directed research may not be taken to replace a "D" or "F" grade for a course in the regular curriculum.
- Directed research may not be used to replace a required degree or core curriculum course.

- The student and university must be able to provide all necessary resources to complete the directed research prior to approval.
- If the research involves human or animal subjects, student(s) must contact the Institutional Review Board (IRB) and/or the Institutional Care and Use of Animals Committee to ensure the research project meets all ethical standards.
- No more than two (2) courses of directed research may be applied to meeting the degree requirements. Exceptions may be granted by special request for students with the Academic Dean/VPAA's and the University Registrar's approval. Registration after the published registration dates is not permitted.

Policies and Procedures Concerning Instruction and Grading:

- The minimum number of student/instructor meetings/ contact hours is once (1x) a week.
- Students must plan on three (3) hours a week per credit of time on task.
- Completion of a paper or report based on the research is required.
- Directed research must be undertaken within the same academic term in which they are registered.

The Directed Research Agreement Form and approval must be submitted by the student to the Registrar's Office no later than the last day to add a class for the semester. Partial or late applications will not be processed.

^ A fee per semester credit hour will be charged for a directed research, in addition, to the normal tuition rate (See fees and tuition rates for details).

Directed Study (DS) (Must Submit Syllabus) ^

A Directed Study is an individualized offering of an existing catalog course in which a student works one-on-one with a faculty member to complete the established course learning outcomes. Directed Study is intended for circumstances in which a student is unable to enroll in a required course during its regularly scheduled semester due to circumstances beyond the student's control. Students must demonstrate that they are unable to participate in the course prior to their expected graduation date if it is not taken when normally offered. The course utilizes the approved catalog description, syllabus, course learning outcomes, and academic requirements, with instruction delivered through individualized faculty supervision.

Because a Directed Study is an alternative delivery method of an existing course, the academic rigor, credit hours, student learning outcomes, and assessment standards shall be equivalent to those of the course as approved in the University's curriculum. Approval by the appropriate faculty, department chair, VPAA, and the University Registrar is required prior to registration. A fee per semester credit hour will be charged for a directed study in addition to the normal tuition rate (See fees and tuition rates for details).

Qualifications and Limitations:

- A completed Directed Study Agreement form with a syllabus
- At least a sophomore standing (Honors students may be eligible as second-semester freshmen).
- A cumulative grade point average (CGPA) of 1.500 or higher. Approval for the Directed Study must come from the course instructor, Department Chair, the Academic Dean/VPAA, and the University Registrar on the Directed Study Agreement form. Any party may cancel the application should there be qualifying reasons to do so.
- Directed studies may not be taken to replace a "D" or "F" grade for a course in the regular curriculum.
- No more than two (2) courses of directed study may be applied to meet the degree requirements. Exceptions may be granted by special request for students with the Academic Dean/VPAA's and the University Registrar's approval.
- Registration after the published registration dates is not permitted.

Policies and Procedures Concerning Instruction and Grading:

- The minimum number of student/instructor meetings/ contact hours is once (1x) a week. Students must plan three (3) hours a week per credit of time on task.

- The instructor of a directed study may use written reports, written or oral examinations, or a combination of these to evaluate the student's work. A final paper or report based on research is required.
- There can be no change in the basic content of the course. The level, subject code description, title, grading policy, credits, and course contact hours cannot differ from the permanent course.

Directed studies must be undertaken within the same academic term in which they are registered. The directed study form and approval must be submitted by the student to the Registrar's Office no later than the last day to add a class for the semester. Partial or late applications will not be processed.

^ A fee per semester credit hour will be charged for directed study, in addition to, the normal tuition rate (See fees and tuition rates for details).

Independent Study (IS) (Must Submit Syllabus)^
An Independent Study is an individualized academic experience designed to explore a specialized or advanced topic within a student's academic discipline that is not otherwise available through the University's regular course offerings. Under the guidance of a faculty member, the student pursues an approved plan of study that extends beyond the department's regularly scheduled curriculum while supporting the educational objectives of the student's degree program.

The supervising faculty member develops a unique syllabus, course learning outcomes, assignments, instructional activities, and assessment methods appropriate to the proposed area of study, allowing the student to investigate specialized concepts through directed scholarly inquiry and independent research.

Because each Independent Study is uniquely designed, the proposed course of study must demonstrate appropriate academic rigor, clearly defined learning outcomes, and measurable methods of assessment comparable to other upper-level university coursework. Approval by the appropriate faculty, department chair, VPAA, and the University Registrar is required prior to registration. A fee per semester credit hour will be charged for an independent study, in addition, to the normal tuition rate (See fees and tuition rates for details).

Qualifications and Limitations:

- A completed Independent Study Agreement form with a syllabus
- At least a sophomore standing (Honors students may be eligible as second-semester freshmen).
- A cumulative grade-point average (CGPA) of at least 3.00 or higher.
- Completion of at least one (1) regular course with a grade of B- or above in the discipline of the independent study unless special permission is received from the course instructor, Department Chair, the Academic Dean/ VPAA, and the University Registrar.
- Approval for the Independent Study must come from the course instructor, Department Chair, the Academic Dean/VPAA, and the University Registrar on the Independent Study Agreement form. Any party may cancel the application should there be qualifying reasons to do so.
- Independent studies may not be taken to replace a "D" or "F" grade for a course in the regular curriculum.
- Independent studies may not be taken to replace a required degree or core curriculum course.
- Independent studies may not be taken instead of, or to modify a regular course offered by any given department.
- No more than twelve (12) semester credits or four (4) courses of independent study may be applied to meet the degree requirements.
- Exceptions may be granted by special request for students with the Academic Dean/VPAA's and the University Registrar's approval.
- Registration after the published registration dates is not permitted.

Policies and Procedures Concerning Instruction and Grading:

- A minimum number of three (3) faculty/student conferences are required per semester credit for an independent study (i.e.: If the independent study is 3.0 semester credits, then the faculty and student must meet a minimum of nine (9) times per week.) Students must plan a minimum of three (3) hours a week per credit of time on task.

- A final paper or research paper is required.
- Independent studies must be undertaken within the same academic term in which they are registered.

The independent study form and approval must be submitted by the student to the University Registrar's Office no later than the last day to add a class for the semester. Partial or late applications will not be processed.

^ A fee per semester credit hour will be charged for an independent study, in addition, to the normal tuition rate (See fees and tuition rates for details).

Internships (Residential Only)
Internships are designed to give residential students practical experience in the field of their choice by placing them in a professional setting. Students in many B.A. and B.S. majors are required to complete at least one (1) internship experience in a professional setting tailored to the student's career interests (see requirements for individual programs for verification).

Workplace internships that are part of academic programs at Waldorf University all follow a common process, although the academic requirements may vary depending on the programs. Residential students have the primary responsibility for finding and applying for internships. They also need to work with their academic advisor and the Career Center for assistance with requirements for internship documentation A minimum of twenty-five (25) hours of work is required for each one (1)credit hour awarded for an internship (i.e.: Fifty (50) hours of work would count for two (2) semester credit hours). Unless otherwise noted in a program's requirements, internships are graded on a pass/fail basis.

Internships typically range from three (3) to twelve (12) semester credits, depending on the student's academic major. To comply with federal regulations governing financial aid, internships are required to be completed during the semester in which they have been registered. Other components of the process are also the result of federal or state regulations governing financial aid or workplace issues, and neither Waldorf nor the student has the ability to change or waive these components.

Note: Online submission of documentation using digital forms may replace paper submissions during the 2025 - 2026 academic year, and students will be informed when that becomes available.

Foreign Language Waiver
Students in majors that require Foreign Language for their degree must receive department approval for a waiver of the requirement.

Veterans Programs
Waldorf University is approved for veterans' benefits by the Iowa Department of Education, Veterans' Education Section. An application-for-admission form may be secured from the Office of Admissions. This should be completed and returned to the University as evidence of a desire to enroll. A copy of a transcript of high school credits and a record of any additional training are required to complete the application for admission. (Upon residential acceptance, a $100.00 deposit is required. Please see the section on Admissions Policies of the catalog for more information).

The E-form for applying to the Veterans Administration for certification for training may be accessed via the Veterans Online Application (va.gov). Before a service member/veteran can utilize their educational benefits, they must be properly certified by the University for such training. Please see the University Registrar for more information on how to apply and the credentials needed for certification.

Waldorf University accepts student recipients of Chapters 31 and 33 education benefits of the G.I. Bill®*. Additionally, the University happily accepts those under Chapters 35, 1606, and 1607. The University abides by Section 103 of the Veterans Benefits and Transition Act of 2018 whereas no penalties will be imposed on recipients due to delayed disbursement of a payment by the U.S. Department of Veterans Affairs. This includes 1) the assessment of late fees; 2) the denial of access to class or classes; 3) libraries or other institutional facilities

and/or 4) any requirement(s) that the recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations, again, due to the delayed disbursement of any payment(s) by the U.S. Department of Veterans Affairs.

Credit for military training (AARTS, SMARTS, JST, CCAF, etc.) may be available. Credits will be based on the American Council on Education's (ACE) guide and will be awarded according to the University's Transfer policies. Waldorf makes every effort to match courses and MOS duties that can be equated to courses that are currently in the Waldorf University catalog course listing and apply them toward the student's degree at Waldorf. Veterans/Service Members should consult with the U.S. Department of Veterans Affairs (VA) as well as with the University Registrar's Staff concerning their privileges and responsibilities under federal legislation.

*GI Bill ® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website, www.va.gove/education/

ACADEMIC POLICIES

Student Responsibility and Academic Advising

Students have ultimate responsibility for planning their academic program to ensure they have met the degree requirements for graduation from Waldorf University. The Offices of the Registrar, departmental and division heads, student success coaches, and the student's faculty academic advisors are prepared to assist in assuring that appropriate course work is undertaken, and requirements fulfilled.

Student Arrival/Report Date

The deadline for a new student to enroll for full-time status is the first day of the semester/term. The Admissions and Academic Progress Committee may waive this requirement during the drop/add period of the residential semester. Online programs do not have drop/add due to the accelerated nature of the courses. Enrolled students who have not attended or participated in classes during the first week of the semester or online term will be withdrawn from the University. Exceptions to the policy may be made upon approval of the Vice President for Academic Affairs, the University Registrar, and the Online Registrar.

Residential Registration

Incoming students who have been accepted for admission to Waldorf University are sent an invitation to register with the University Registrar's Office. This process begins in the early part of April. Returning students generally register for the fall semester in March and for the spring semester in October. Registration is generally on a first-come first-served basis; however, Seniors and Juniors classification students are given first preference, followed by the Sophomores and Freshmen, to meet graduation requirements. Students who wish to audit a course(s) must register in the same manner as for a regular course but pay a reduced fee. If the decision to audit occurs after the course(s) has begun, it must be done within two (2) weeks following the scheduled midterm date; however, there will be no change in fees as a result.

Registration may be placed on hold until the student's account is settled with the Business Office, all health forms are completed and turned in, and all official transcripts have been submitted. Until such settlement is made, the student is not permitted to register or attend classes.

Undergraduate Academic Load (Residential)

Sixteen (16) semester credit hours including physical education, athletics, and music activities constitute a normal program of study per semester. Regularly enrolled students may register for 12.0 to 19.0 semester credit hours. The first twelve (12) semester credit hours should contain courses that are part of your major (Core, Major Core, and any electives). After the first semester of attendance, those who have maintained a high rank in scholarship may request permission from the University Registrar or Vice President for Academic Affairs to enroll for more than 19.0 semester credit hours. Seldom is permission given to register for more than 20.0 semester credit hours. An additional charge per credit hour is assessed for each hour in excess of 19.0 semester credit hours for a

single semester. Varsity athletics, Pillars, music lessons, and ensembles are exempt. See the listing of Overload fees for additional details.
A student who is registered for fewer than 12.0 semester credit hours is classified as a part-time student. Some financial aid is available for part-time students, if qualified. Please visit the Financial Aid Office for details.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Undergraduate Academic Load (Online)

The Academic Advisor must approve all course loads over six (6) semester credit hours for undergraduate students which is classified as a full-time course load. Students requesting course overloads The Academic Advisor must approve all course loads over six (6) semester credit hours for undergraduate students which is classified as a full-time course load. Students requesting course overloads must have a minimum CGPA of 3.500 for undergraduate programs. The Vice President for Academic Affairs (VPAA) or their designee must approve any requests for semester credit hours in excess of nine (9) semester credit hours for online undergraduate students. Academic overload must be requested and approved each term. Multiple terms of overload will not be approved in advance, and a student may not take courses in overlapping terms. Students must complete the Academic Overload Request Form any term that overload is requested. If in excess of nine (9) semester hours, the Academic Advisor will advance the form to the VPAA or their designee for a final decision.

The course load policy is based on best practices and seeks to guide students toward mastery of content rather than simply graduating the student as quickly as possible. Exceptions for additional hours in the same term may be granted through review and approval of the Vice President for Academic Affairs or their designee. Undergraduate students enrolled in six (6) or more semester credits per term are considered full-time. Students enrolled in 3 – 5 semester credits are considered part-time. Students enrolled in less than three (3) semester credits are less than half-time. Some financial aid may be available for part-time students, if qualified. Please visit the Online Financial Aid Office for details.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Graduate Academic Load (Online)

Graduate students are encouraged to take three (3) credit hours per online term. Three (3) semester credit hours are classified as full-time graduate enrollment status. Students requesting course overloads must have a minimum CGPA of 3.700 for graduate programs. Students requesting to take more than three (3) semester credit hours per term must contact their Academic Advisor for assistance in their registration. The maximum course load permitted is six (6) graduate credit hours per term without prior approval from the Vice President for Academic Affairs (VPAA) or their designee. Academic overload must be requested and approved each term. Multiple terms of overload will not be approved in advance, and a student may not take courses in overlapping terms. Students must complete the Academic Overload Request Form any term that overload is requested. If in excess of six (6) semester hours, the Academic Advisor will advance the form to the VPAA or their designee for a final decision.

The course load policy is based on best practices and seeks to guide students toward mastery of content rather than simply graduating the student as quickly as possible. Graduate students enrolled in three (3) semester credits or more per term are considered full-time.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Online Eligibility for Residential Students

To assist residential students in becoming familiar with the fundamentals of completing courses via an online environment, Waldorf University offers its residential students the opportunity to learn via Waldorf University Online. Residential students may use Waldorf University Online courses toward their residential load under the following circumstances:

- Residential students must be actively enrolled in 12 or more residential credits*.
- Within the Core Curriculum, residential students may only apply online courses to the elective credits of the Non-Disciplinary or Disciplinary Studies areas.
- Within the major, any online course that is part of a student's primary major field of study and offered residentially must be taken residentially.
- Online participation shall be limited to the specific Term and Track as designated by the Registrar's Office as aligned with the residential semester calendar.
- Non-term (winter or mini-term) courses that exist outside of the residential fall, spring or summer semesters are exempt from the policies above, except where marked
- Residential students are billed for online classes at the residential tuition rate as the courses are classified as part of their residential load, except where marked
- Exceptions to the policy may be made with approval from the VPAA, the Registrar, and the residential department chair for the area in which the course is offered.

** Summer semester is exempt from 12+ credit enrollment*

Waldorf University Online courses are delivered over the Internet through an asynchronous learning network (Blackboard Learning Management Systems (LMS)). There is a prescribed schedule for completion for each of the courses offered. Support materials and course information for each Waldorf Online course are sent to the students via their Waldorf University email addresses. These materials may include the course syllabus, e-textbook, alternate textbook information, and other documents required for the course. Students are assigned a cohort group for each online course. Online interaction within their assigned cohort and with the instructor is through discussion boards, message boards, private messages, and e-mail systems.

Any residential student who registers to participate in a Waldorf Online course will be assigned a unique login identifier and password. The identifier and password will be sent via email to the student's Waldorf University email account on file.

Residential students must file a completed Residential Online Participation Application with the Registrar's Office with their normal semester fall, spring, or summer registrations. Please contact the University Registrar's Office for details regarding available courses and approved online terms for residential students.

Online Student Preparation (Online Student Only)

Prior to starting any of the Waldorf Online courses taught via the Internet in any program, it is suggested that the student should complete the online student orientation course HUM 1000 Warrior Seminar, which describes the protocols the student must follow when participating in the online course. This course is considered essential to the success of the student and is recommended for participation in the Waldorf University Online program.

Student Equipment

The student is responsible, at his or her expense, for providing all supplies and equipment needed for the student's use in the Waldorf University Online courses. The student equipment includes, without limitation, a computer, software, Internet service, and an e-mail account. To assist students whose access to their student equipment is disrupted, the school will, at its discretion, make available certain computers, associated peripheral equipment, and Internet access at the University for use by those students. Residential students are provided laptop computers that meet the student's equipment needs.

Computer, Software Requirements and Specifications, and Internet Service

The computer, software, and Internet service must satisfy the following specifications:

- Access to the Internet, personal or public, with an approximate download speed of 5Mbps and an approximate upload speed of 5Mbps.
- Operating System: Windows XP or later; Mac OSX10.5 or later
- Software: Such as Microsoft Word, Excel, and PowerPoint, capable of saving files in .doc, .docx,.xls, and .ppt

- Plug-ins: Java, Acrobat Reader, Quick Time, Flash Player
- Internet Browser: A list of certified and compatible browsers can be found at the following site: kb.blackboard.com.

Additional Technology Requirements

Additional technology requirements may be required in some programs of study. Specific requirements are noted in the Course Description of courses requiring additional technology. Students who choose to use Honorlock as a virtual, third-party proctoring service for final examinations are required to have a webcam and microphone audio capability. Tablets, hybrid devices, and mobile devices are not supported by Honorlock. Honorlock requires the download and use of Google Chrome and the Honorlock Extension. Waldorf University reserves the right to update technology requirements, including both hardware and software, throughout the program. Waldorf strives to be innovative in its curriculum delivery to support student engagement in coursework.

Technical Support

Technical Support services are available and offer a variety of support services including desktop support, diagnostics, and Blackboard support. Students encountering technical difficulties are encouraged to contact the Waldorf Help desk at 877.399.1063. Appropriate use of technology is the student's responsibility. Unauthorized use of University Systems, further defined as myWaldorf Student Portal, Waldorf University's website, university networks, Internet, online classroom, or other hardware or software utilized in association with the University, is prohibited as identified in the Acceptable Use section found in Waldorf University's Technology Policy. This includes unauthorized access to other user accounts or transfer of user passwords to others.

Classification of Students

There are differences in the classification of student status due to the definition of an academic year based on the modality of educational delivery. Residential students have the ability to register, participate, and successfully complete an academic course load of up to 19 semester credit hours per semester or 38 semester credit hours per academic year. Online undergraduate students have the ability to register, participate, and successfully complete an academic course load of 6 semester credit hours per term or 30-36 semester credit hours per academic year. Online graduate students have the ability to register, participate, and successfully complete an academic course load of 3 semester credit hours per term or 15-18 semester credit hours per academic year.

Residential

Freshman standing is given to a student who has earned between 0 and 25.99 semester credit hours. Sophomore standing is given to a student who has earned between 26 and 53.99 semester credit hours. Junior standing is given to a student who has earned between 54 and 85.99 semester credit hours. Senior standing is given to a student who has earned 86 or more semester credit hours.

Online

Freshman standing is given to a student who has earned between 0 and 24 semester credit hours. Sophomore standing is given to a student who has earned between 25 and 48 semester credit hours. Junior standing is given to a student who has earned between 49 and 72 semester credit hours. Senior standing is given to a student who has earned 73 or more semester credit hours.

Grading

One (1) semester hour of credit represents one (1) lecture hour or 2-3 laboratory hours each week for a semester or term. For the purpose of averaging grades, numerical values (grade points) are assigned to each grade as follows:

Quality Grade Points (QPTS)

Undergraduate Residential and Online Programs

Grade	Grade Scale Points	Interpretation	Credit Example	**QPTS**
A	4.0	Excellent	3	12.0
A-	3.7		3	11.1
B+	3.3		3	9.9
B	3.0	Good	3	9.0
B-	2.7		3	8.1
C+	2.3		3	6.9
C	2.0	Average	3	6.0
C-	1.7		3	5.1
D+	1.3		3	3.9
D	1.0	Poor	3	3.0
D-	0.7		3	2.1
F	0.0	Fail	3	0.0
I	0.0	Incomplete	3	0.0
I/E	0.0	Hold on Grade Reporting	3	0.0
IP	0.0	In-Progress	3	0.0
P	0.0	Pass	3	0.0
W	0.0	Withdraw	3	0.0
WF	0.0	Withdraw-Fail	3	0.0
* or R	0.0	Repeat Course	3	0.0

Graduate Online Programs

Grade	Grade Scale Points	Interpretation	Credit Example	**QPTS**
A	4.0	Excellent	3	12.0
A-	3.7		3	11.1
B+	3.3		3	9.9
B	3.0	Average	3	9.0
B-	2.7		3	8.1
C+	2.3		3	6.9
C	2.0	Poor	3	6.0
C-	1.7		3	5.1
D+	1.3		3	3.9
D	1.0	Subpar	3	3.0
D-	0.7		3	2.1
F	0.0	Fail	3	0.0
I	0.0	Incomplete	3	0.0
I/E	0.0	Hold on Grade Reporting	3	0.0
IP	0.0	In-Progress	3	0.0
P	0.0	Pass	3	0.0
W	0.0	Withdraw	3	0.0
WF	0.0	Withdraw-Fail	3	0.0
* or R	0.0	Repeat Course	3	0.0

If a student repeats a course at Waldorf University and earns a higher grade (or lower grade), the most recent grade is used to replace the course requirements and in the CGPA calculations. This is based on a paired course replacement process. Additional repeats of the same coursework on a paired sequence do not replace all prior course grades or requirements in the CGPA calculation. Grades of W are not considered replaceable.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Incomplete Grade Request Policy

A grade of Incomplete (I) may be given when a student is performing satisfactory academic work; however, for non-academic reasons, beyond their control, was unable to meet the full requirements of the course. The policies for requesting a grade of Incomplete for residential students and online students are provided below.

Incomplete (I) Grade Request Policy (Residential)

A notation of an Incomplete (I) grade may be submitted when the student has not been able to complete a course for what, in the faculty member's judgment, is a compelling reason. The circumstances should be beyond the student's control, such as a major medical issue or family emergency. The submission of an Incomplete Grade Request form means that a student has made a commitment to the completion of the course.

To qualify for an Incomplete (I) grade in a course, a student must have completed at least 60% of the required academic work (i.e.: quizzes, assessments, homework, papers, tests, presentations, etc.). For residential students that translates into the completion of all academic work in at least ten (10) weeks of the semester, or the equivalent academic work (60%) distributed through more than ten (10) weeks of the semester.

An Incomplete (I) grade may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. The date by which a student must complete a course is determined and approved by the course faculty member but may not be more than twenty-eight (28) calendar days following the end of a residential semester in which the incomplete grade was awarded. If a student fails to complete the work satisfactorily within the allotted time, the incomplete individual assignment grade(s) are changed to a failing (F) grade. In some extenuating circumstances, requests for an extension beyond the twenty-eight (28) calendar days should be made, in writing, to the Vice President for Academic Affairs (VPAA), or designee, prior to the previously approved deadline. Both the faculty member and student must agree to the extension. Students requesting incompletes in more than one course must receive special permission from the Vice President for Academic Affairs (VPAA) or designee. Late, incomplete or partial requests submitted will not be processed or reviewed.

If it is apparent that a student is not profiting from attendance or the Incomplete process, the VPAA may dismiss a student without any waiting period regardless of the request for an incomplete.

Students may not retake a course to complete an Incomplete. Additionally, students who have failed the course may not request an Incomplete with the understanding that they will officially "SIT-IN" on the course the next semester/ term and replace their existing course grade.

It is the responsibility of the student to request, complete, and submit the Incomplete Grade Request form on or before the end of the current grading period for the course(s) in question. Under no circumstances may the instructor initiate or complete the request on behalf of the student. If the student fails to submit the request by the deadline, the student will receive the grade earned for the entire course. There will be no retroactive incomplete grades permitted. Incomplete or partial requests submitted will not be processed or reviewed.

Completed forms must be submitted to the Registrar's Office or designee no later than the last day to submit semester/term grades as dictated by the current edition of the University Catalog. Submission of the Incomplete Grade Request form after the published date is not permitted. Incomplete or partial requests will not be processed or reviewed.

Unacceptable circumstances may include but may not be limited to the following circumstances:

- Absence from final examination
- Failure to submit a final project/paper/presentation or final examination
- Registered but never attended a course session
- Absence of more than 40% of the scheduled course
- Wishing to complete post-semester work for an improved grade
- Wishing to repeat the course as an audit, retaking examinations, and resubmitting forums/posts/work, etc., for improved grades
- Issuing an Incomplete as a substitute for a failing grade
- Courses where normal course work extends outside the scheduled semester (internships, thesis, clinical, research, etc.)

An Incomplete grade may not be considered passing for the purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, and other purposes. Students with Incomplete grades are not eligible for the Dean's List. If an incomplete grade is completed during the next academic semester, and the student meets the criteria for the Dean's List, the student will be added to the Dean's List retroactively.

The grade of “I” may be awarded only at the end of a semester when all but a minor portion of the coursework has been satisfactorily completed. The grade of “I” is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such cases, a grade other than “I” must be assigned. Students should arrange with the instructor to receive an Incomplete grade before the end of the semester. If a grade of “I” is converted to a punitive grade, the punitive grade cannot be changed after the Incomplete process has been completed.

Incomplete Grade Request Policy (Online)
A notation of an Incomplete (I) grade may be submitted when the student has not been able to complete a course for what, in the faculty member’s judgment, is a compelling reason. If the circumstances are beyond the student's control, such as a major medical issue or family emergency, students may wish to review the Incomplete for Special Circumstances Policy for additional options. The submission of an Incomplete Grade Request form means that a student has made a commitment to the completion of the course.

In order to qualify for an Incomplete (I) grade in a course, students need to have completed and be passing at least 60% of the required academic work (i.e. quizzes, assessments, homework, papers, tests, presentations, etc.). For online students that translates into the completion of academic work in at least five (5) units of a term or the equivalent academic work (60%) distributed through more than five (5) units.

An Incomplete (I) grade may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. The date by which a student must complete a course is determined and approved by the course faculty member but may not be more than twenty-eight (28) calendar days following the end of an online term in which the incomplete grade was awarded. If a student fails to complete the work satisfactorily within the allotted time, the incomplete individual assignment grade(s) are changed to a failing (F) grade. In some extenuating circumstances, requests for an extension beyond the twenty-eight (28) calendar days should be made, in writing, to the Vice President for Academic Affairs (VPAA), or designee, prior to the previously approved deadline. Both the faculty member and student must agree to the extension.

If it is apparent that a student is not profiting from attendance, the VPAA may dismiss a student without any waiting period regardless of the Incomplete.

Should an extenuating circumstance occur that dictates the need for additional time while on an Incomplete, students should reach out to the Student Services Department to obtain the Incomplete Course Extension Request Form. It is the responsibility of the student to submit this form, along with supporting documents (if applicable), to Students@waldorf.edu when requesting additional time while on an Incomplete. Late, unfinished, or partial requests submitted will not be processed or reviewed.

Students may not retake a course to complete an Incomplete. Students enrolled in the online modality will not be allowed to register for additional course(s) or subsequent terms until the incomplete course(s) have been completed. However, a waiver to this policy may be granted by the Online Registrar or designee (see Waiver–Online Incomplete Grade Policy Exception below for details).

It is the responsibility of the student to request, complete, and submit the Incomplete Grade Request form on or before the end of the current grading period for the course(s) in question. Under no circumstances may the course faculty member initiate or complete the request on behalf of the student. If the student fails to submit the request by the deadline, the student will receive the grade earned for the entire course. There will be no retroactive incomplete grades permitted. Incomplete or partial requests submitted will not be processed or reviewed.

Completed forms must be submitted via the myWaldorf Student Portal no later than the course end date. Submission of the Incomplete Grade Request form after the published date is not permitted. Incomplete or partial requests will not be processed or reviewed.

Unacceptable circumstances may include but may not be limited to the following circumstances:

- Absence from the final examination
- Failure to submit a final project/paper/presentation or final examination
- Registered but never attended a course session
- Absence of more than 40% of the scheduled course
- Wishing to complete post-term work for an improved grade
- Wishing to repeat the course as an audit, retaking examinations, and resubmitting forums/posts/work, etc., for improved grade
- Issuing an Incomplete as a substitute for a failing grade
- Courses where normal course work extends outside the scheduled term (internships, thesis, clinical, research, etc.)

An incomplete grade may not be considered passing for the purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, and other purposes. Students with incomplete grades are not eligible for the Dean's List. If an incomplete grade is completed during the next academic term, and the student meets the criteria for the Dean's List, the student will be added to the Dean's List retroactively.

The grade of “I” may be awarded only at the end of a term when all but a minor portion of the coursework has been satisfactorily completed. The grade of “I” is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such cases, a grade other than “I” must be assigned. Students should make arrangements with the instructor to receive an Incomplete grade before the end of the term. If a grade of “I” is converted to a punitive grade, the punitive grade cannot be changed after the Incomplete process has been completed. First term students should check with their advisor to determine if an incomplete will impact academic standing.

Incomplete for Special Circumstances Policy (ISC) (Online Only)

An Incomplete for Special Circumstances (ISC) is for those students who encounter unusual circumstances that prevent them from completing a course. An ISC can be up to 28 calendar days in length and has no fee requirements. The student’s circumstance must involve an unusual or critical circumstance such as military deployment, military permanent change of station, major surgery, natural disaster, family emergency, death in the immediate family, or temporary additional duties and job relocation.

The student must submit official documentation that substantiates the circumstance and indicates the dates that the student will be affected. Requests that are received without support documentation will not be considered. Examples of acceptable documentation are:

- Medical documentation by a licensed practitioner
- Military deployment notice documentation
- Officially signed letter from a Unit/Battalion Commander or Employer
- Death certificate
- Any other documentation deemed acceptable to Waldorf University

To qualify for an Incomplete for Special Circumstances, students need to have completed and be passing at least 25% the required academic work (i.e., quizzes, assessments, assignments, etc.). This translates to academic work in at least two (2) units. Students requesting an Incomplete for Special Circumstances with less than 25% of the course completed will not be approved and will need to withdraw from the course.

The Incomplete for Special Circumstances Request form, located in the myWaldorf Student Portal, should be completed and submitted to Waldorf University via e-mail to students@waldorf.edu. It must be dated within five

(5) calendar days of the student's ability to contact Waldorf University. The Vice President for Academic Affairs (VPAA) or designee may grant exceptions for the form-filling deadline based on individual student needs.

Unless the Military Deployment Policy is applicable, the student must be able to complete the course within a maximum of 28-calendar days from the course end date. If the unusual circumstance does not allow the completion of the course within a 28-calendar day extension period, the student should contact Student Services at students@waldorf.edu and discuss withdrawing from the course. However, the request to withdraw must be submitted prior to the original end date of the course.

These are important facts concerning an Incomplete for Special Circumstances Request:

- Waldorf University allows a maximum of two (2) Incompletes for Special Circumstances events per calendar year. Students are not granted more than one ISC per course.
- An ISC forfeits the option to withdraw from the course. Appeals may be sent to the attention of the Vice President for Academic Affairs (VPAA) or designee. The student must be successfully completing course requirements at the time of the request (earning a passing grade for assignments completed).
- Assignments not completed during the timeline received a grade of zero (0).
- If an ISC is granted, a course grade of "I" will be assigned and may affect future course enrollments, Satisfactory Academic Progress (SAP), and Federal Student Aid (FSA).
- Request for ISC must be submitted prior to the original end date of the course. . First term students should check with their advisor to determine if an incomplete will impact academic standing.

To request an ISC, the student must complete and submit the Incomplete for Special Circumstances Request form found in the myWaldorf Student Portal. The reason for the extension, the student's plan for completion, the due dates for each assignment, and the anticipated date of completion for all coursework are required on this form. Students are highly encouraged to discuss and plan incomplete coursework deadlines with the course instructor in advance and before submitting the request form to the University. Students will be held to the revised assignment due dates in the same manner as the original course weekly deadlines. Please note that approval is not automatic. The course faculty member and the Vice President for Academic Affairs (VPAA) or designee must approve each request. The student and course faculty member will determine the appropriate amount of time for course completion, which may be granted upon ISC request approval. All course requirements must be satisfied within the allotted time period.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period regardless of the ISC request.

Should an extenuating circumstance occur that dictates the need for additional time while on an ISC, students should reach out to the Student Services Department to obtain the Incomplete Course Extension Request Form.

It is the responsibility of the student to submit this form, along with supporting documents (if applicable), to Students@waldorf.edu when making a request for additional time while on an Incomplete. Late, unfinished, or partial requests submitted will not be processed or reviewed. The online ISC form can be accessed in the myWaldorf Student Portal. The PDF form and supporting documentation must be submitted to Student Services for processing by e-mail to students@waldorf.edu or by mail to: Waldorf University |Attn: Student Services | P.O. Box 3269 | Orange Beach, AL 36561.Please remember, that request forms received without supporting documentation will not be considered or reviewed.

Waiver—Incomplete (I) Grade Policy Exception (Online Only)

Students enrolled in the online modality will not be allowed to register for additional course(s) or subsequent terms until the incomplete course(s) have been completed. However, a waiver to this policy may be granted by the University Registrar, the Online Registrar, or their designee, if all of the following conditions have been met:

- If the student is in an undergraduate program, they must have a cumulative grade point average (CGPA) of 2.5 or higher.
- If the student is in a master's program, they must have a cumulative grade point average (CGPA) of 3.5 or higher.
- The student must have completed 75% or more of the required coursework (i.e.: quizzes, assessments, homework, papers, tests, presentations, etc.) in the online term where the incomplete has been requested, and some work must be completed in Units 6, 7, or 8.
- The course extension requested is less than twenty-eight (28) calendar days following the end of the online term in which the incomplete grade is being requested.
- The student must be meeting all standards set forth by the University's Satisfactory Academic Progression (SAP) policy.
- The student must not be on academic warning or academic probation during the online term of request or subsequent term.
- The student must have all "official" transcripts on file with the Registrar's Office.
- If the student is in an undergraduate program, the student may not register or be enrolled in more than 3.0 semester hours of coursework in the subsequent term. The student's financial aid will be revised to reflect the half-time status for the subsequent term.
- If the student is in a graduate program, the student may not register or be enrolled in more than 3.0 semester hours of course in the subsequent term. The student's financial aid will be revised to reflect the status for the subsequent term.

If it is apparent that a student is not profiting from the Incomplete Exception, the Vice President for Academic Affairs may dismiss a student without any waiting period.

In-Progress (IP) Grade Policy (Residentially Only)

An "In-Progress" grade is given for a course that is taught in a semester sequence in which the grade is assigned at the completion of the entire sequence. The course is given credit each semester in terms of course load credit for enrollment purposes, but the student does not receive credit towards graduation until the course has been completed.

An In-Progress (IP) grade may not be considered passing for the purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, and other purposes. Should the student request or receive an incomplete grade during the sequence of courses, the student would follow the guidelines and policies surrounding an incomplete grade. If a student fails to complete the work satisfactorily within the period of 28-calendar days following the conclusion of the semester, the grade is changed to a failing grade of "F" and the guidelines and policies surrounding the failing grade would apply. If a grade of "IP" is converted to a punitive grade, the punitive grade cannot be changed after the In-Progress process has been completed.

The following types of courses are authorized to utilize the "IP" grade designation: •
Internships, including those with practicums (All Majors)

- Thesis (All Majors)
- Seniors Shows and Portfolios (Art Majors)
- Student Teaching/Clinical (Education Majors)*
- Recital/Concert (Music Majors)

Policy Example with "Education plus Addendum* for Clinical Courses/Student Teaching Courses: Students receiving an "IP" grade for a clinical course, or a student teaching course may be given a 28calendar day extension following the semester to complete the work. If a student fails to complete the requirements of their clinical or student teaching placement at the end of the 28-calendar day extension, the "IP" grade will be changed to the grade of "F". An Addendum Exception may be submitted to the VPAA, and University Registrar requesting an extension due to the closure of school sessions (primary or secondary).

Addendum Exceptions may be granted by special request with written submission to the Academic Dean/VPAA and the University Registrar.

The grade W indicates that permission was granted to withdraw from a course for which the student was registered. The student must submit a completed Course Withdraw Form to the Registrar's Office prior to the last day to withdraw from a class date as listed in the catalog.

If a grade of "IP" is converted to a punitive grade, the punitive grade cannot be changed after the InProgress process has been completed.

If it is apparent that a student is not profiting from the In-Progress Exception, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Grade Point Average

The grade point average (GPA) is computed by dividing the total number of quality points by the total number of hours completed.

Pass/Fail Grading—Residential Only

The primary purpose of the Pass/Fail Grading Option is to encourage students to enroll in courses in areas they would normally avoid because of lack of background. Twelve (12) credits may be taken Pass/Fail (does not include internships); no courses may be taken Pass/Fail from a student's major (includes teaching endorsements/concentrations) or the Core Curriculum; one (1) course from a student's minor may be graded Pass/Fail; Pass/Fail grading is not available for Freshmen; the grade P or F will be recorded on the transcript; a grade of P indicates that a grade of C- or higher was earned and is used for credits but not for determining grade point average; a grade of F indicates that a grade of D+ or lower was earned and is not assigned credits but is used for determining the grade point average; the student must authorize Pass/Fail grading with the Registrar's Office by the end of the drop/add period for the semester; and the student may change from the Pass/Fail grading option through the withdrawal date for the semester. Certain courses are designated only Pass/Fail by a department.

Dean's List

Full-time undergraduate students who have attained a grade point average of 3.50 or better and have completed a minimum of 12.0 residential semester credit hours or 6.0 online semester credit hours will be included on the Dean's Honor List for the semester/term. Students may opt for their names and Dean's List designation to be sent to their hometown newspapers by completing the Hometown News Release Authorization form, located at waldorf.edu/hometown-news-release. For more information, please contact the Vice President for Academic Affairs Office.

Good Academic Standing—Graduate Level

To remain in good academic standing at the graduate level, students must maintain a minimum CGPA of no less than a 3.000 and be meeting all three (3) standards of the Satisfactory Academic Progress Policy (SAP). Students must successfully earn grades of "B or higher" in all of their graduate coursework.

Academic Support Program (ASP)— Residential Students Only

Waldorf students are required to meet the minimal satisfactory academic progression (SAP) standards and guidelines set by the University and the Department of Education. Any student who does not meet these standards at any time while attending Waldorf University will be required to follow the policy and procedures set forth in the minimal progress standards. This may include participating in the Academic Support Program (ASP) offered by the Academic Achievement Center (AAC). A fee is required for the semesters during which students participate in the program (see section on Fees and Charges for details).

Students who are required to participate in the program include those who did not meet the minimum acceptance requirements when applying to Waldorf University, and those students who fall below minimum satisfactory academic progression (SAP) standards while attending the University. New students who have a high school cumulative GPA below 2.500 may be admitted under the condition they participate in ASP. Students on academic warning or academic probation are automatically placed into ASP.

If it is apparent that a student is not profiting from attending Waldorf University, the Vice President for Academic Affairs (VPAA) may dismiss a student without any waiting period.

For more information, please contact the Academic Achievement Center (AAC) located on the 2nd floor of the Atrium in the Hall of Flags.

Waldorf University Academic Dismissal Policy

Waldorf University reserves the right to dismiss any student whose academic progression is substandard. Factors considered will include, but are not limited to, the number of failing grades, past academic performance, the number of withdrawn courses, the probability of achieving satisfactory academic standing within a reasonable time frame, and more. Students are subject to academic dismissal from their academic program for a full calendar year (365 days) should their CGPA and/or semester / term GPA falls below 1.0 or if the student withdraws from the majority of core courses within the last rolling 24
Residential / 12 Online semester credit hours (not to include sports, lessons, fine arts, and other extra cocurricular activities).

After one (1) full calendar year (365 days) from the dismissal, a student may appeal for academic restoration of studies by reapplying for admission to the University with an appeal as to what has changed in the last year for the student to increase their success in their studies at Waldorf University. After receiving the reapplication and appeal request, the Admissions and Academic Progress Committee will review the student's record for SAP standards and review the case on an individual basis based on the courses to be taken or retaken, the SAP standards that need to be achieved, and how the student will work towards reaching those SAP standards.

Satisfactory Academic Progress Policy (SAP)

U.S. Department of Education regulations require Waldorf University to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial assistance under the programs authorized by Title IV of the Higher Education Act. Waldorf University students who wish to be considered for financial aid must:

- Be in good standing at Waldorf University and
- Maintain satisfactory academic progress in their program of study as set forth in this policy.

SAP is a Federal Student Aid eligibility requirement and is administered by the University, in addition to, the academic standards of performance required under the Waldorf University Satisfactory Academic Progress (SAP) policy. The SAP policy is reviewed annually by the University Registrar. Students are evaluated at the end of every semester/term for SAP. All students are evaluated on three standards: grade point average (qualitative measure), semester hours completion ratio (quantitative measure), and maximum timeframe. To maintain eligibility under SAP, students must meet all three standards.

If it is apparent that a student is not profiting from attending Waldorf University, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Standard 1: Grade Point Average (Qualitative Measure)

Students must maintain a minimum qualitative measure of progress defined as the Cumulative Grade Point Average (CGPA)—see chart below for undergraduate progression. Undergraduate students must maintain a 2.0

CGPA at the conclusion of their fourth (4th) semester or eighth (8th) term of attendance. Graduate students must maintain a CGPA of 3.0 at all times.

	CGPA	Credits
End of the First Semester or End of Term 1 or 2	1.800	12
End of the Second Semester or End of Term 3 or 4	1.900	24
End of the Third Semester or End of Term 5 or 6	1.950	36
End of the Fourth Semester or End of Term 7 or 8	2.000	48
End of the Fifth Semester or End of Term 9 or 10	2.000	60
End of the Sixth Semester or End of Term 11 or 12	2.000	72
End of the Seventh Semester or End of Term 13 or 14	2.000	84
End of the Eighth Semester or End of Term 15 or 16	2.000	96
End of the Ninth Semester or End of Term 17 or 18	2.000	108
End of the Tenth Semester or End of Term 19 or 20	2.000	120
End of the Eleventh Semester or End of Term 21 or 22	2.000	132
End of the Twelfth Semester or End of Term 23 or 24	2.000	144

Credits pertain to successfully completed courses that apply toward the degree program. Successful completion is defined as earning a grade of A, B, C, D, or P. Grades of F, W, WF, I, IP, or AU do not constitute successful completion.

If a residential student earns less than a 1.00 GPA after the first semester and earns less than 10 semester credit hours, the student will be dismissed from the University. If an online student earns less than a 1.00 GPA after the first term, the student will be dismissed from the University.

Developmental studies (DEV) courses with a course number below 100/1000 do NOT apply toward graduation.

Standard 2: Semester Hour Completion Ratio or PACE (Quantitative Measure)

Students (either full-time or part-time) must earn and achieve a passing rate of at least Two-Thirds (2/3rds) or 66.66666 percent (%) of all hours attempted to demonstrate proper pace and to maintain satisfactory academic progression (SAP) standards. Hours attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the completion ratio. Students are evaluated at the end of every semester and/or term for SAP. Students who have not met the conditions for SAP will be placed on SAP warning for the following semester and/or term.

Students on Financial SAP Warning status will continue to be eligible to receive federal aid for this additional semester and/or term. Students on SAP Warning status who fail to meet SAP standards at the end of the semester and/or term will be dismissed from the University.

All students on Academic SAP warning must take part in the Academic Support Program (ASP). If the student fails to return to SAP standards by the end of the warning semester and/or /term, the student will be dismissed from the University.

If it is apparent that a student is not profiting from attending Waldorf University, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Standard 3: Maximum Timeframe

Students must complete their degree program within 150 percent (%) of the semester and/or term credit hour requirements for the degree program.

	Maximum Time Frames	
	Residential	Online
Associate	96	90
Undergraduate	186	180
Graduate	N/A	54

Students who are unable to complete their degree program within the timeframe limitation will no longer be eligible to use Title IV Aid to cover any costs associated with completing their degree program. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation. Students who reach the SAP maximum time frame limits will be dismissed from the University.

Transfer Credits (TR)

Transfer credits accepted toward the student's degree program will be included when calculating the SAP Maximum Timeframe and quantitative progress. This includes credit for English as a Second Language (ESL) and remedial courses if accepted toward the degree program.

Repeated Courses (R or *)

Students receiving Title IV Aid may repeat a course, as allowed under the Waldorf University Satisfactory Academic Progress policy. Repeated courses will count toward the Quantitative and Maximum Time Frame SAP standards. Federal Student Aid allows a student to retake a non-failed course and receive federal aid for that course one time.

Incomplete Grades (I, IP, ISC)

Students receiving Title IV Aid may receive incomplete grades, as allowed under the Waldorf University Satisfactory Academic Progress policy. Incomplete grades will count toward the Quantitative and Maximum Time Frame standards of SAP.

Change of Program

All periods of enrollment will count when assessing a student's satisfactory academic progression (SAP). All attempted credit hours will be included in the determination of a student's satisfactory academic progression when a student makes a change in their degree program or field of study in the same degree level (i.e.: Bachelor to Bachelor).

Second Bachelor's Degree

Undergraduate students must complete their degree program within 150 percent (%) of the semester hour requirements for the degree. Transfer credit, if applicable, is also calculated in the maximum timeframe calculation. Students pursuing a second bachelor's degree are not eligible to receive Federal SEOG or Federal Pell Grants. Please contact the Offices of Financial Aid for additional details.

SAP Evaluation

Students are evaluated at the end of every semester and/or term for SAP. Students who have not met the conditions for satisfactory academic progress (SAP) will be placed on SAP warning for the following semester and/or term and will be expected to work with their academic advisor to discuss enrollment options. Students on Financial SAP Warning status will continue to be eligible to receive federal aid for this additional term. Students on Academic SAP Warning status who fail to meet SAP standards at the end of the semester and/or term will be dismissed from the University.

If it is apparent that a student is not profiting from attending Waldorf University, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Appeal Guidelines

Students dismissed upon failing SAP may appeal their dismissal to the Admissions and Academic Progress Committee (The Committee), if they have extenuating circumstances during the period of academic substandard performance and are able to provide supporting documentation. This is a formal written appeal process. Appeals should be presented to The Committee in a formal letter format, not via a personal e-mail. Appeals may be faxed, scanned, or e-mailed to the attention of the Office of the University Registrar at:

Residential 641.585.8125 or registrar@waldorf.edu
Online 251.224.0554 or assistant.registrar@waldorf.edu

The appeal must include the following:

- Reason(s) why the student failed to meet satisfactory academic progression standards?
- What will change to allow the student to meet the SAP standards at the next evaluation?
- What is the student's plan to return to SAP?
- Who or where is the student's support structure to achieve success?
- Your current personal contact information (E-mail, Telephone Number (cellular and/or home))

The Committee will review and consider each appeal carefully and provide a decision within seven (7) to ten (10) business days of the appeal submission due date. The Committee will reject any appeal submission if it is not done in the proper format or if it is found to be missing information. The Committee will make one of the following decisions regarding the students' appeal:

- The appeal will be denied; the student's academic dismissal will be upheld, and the student will no longer be eligible to return for the following semester or Term and will no longer be eligible for financial aid.
- The appeal will be granted, and the student will be placed on Academic Probation for one (1) semester and/or term; the student should be able to meet SAP standards by the end of the probationary semester and/or term. If the student does not meet SAP standards at the end of the probationary semester and/or term, the student will be dismissed from the University.
- The appeal will be granted, and the student will be placed on an Academic Probationary Plan (The Plan) because SAP cannot be met within one (1) semester and/or term. The Plan, monitored on an individual basis, will ensure that the student will be able to meet SAP standards by a specific point in time, will have set conditions, and can be evaluated at set periods as determined by the plan or at a minimum at mid-semester and/or the end of every semester and/or term. The student will be dismissed should he/she fail to meet the conditions of the Academic Plan.

Students on academic probation or academic plan may be required to retake courses in which "D" or "F" grades were received, take a reduced credit load, and/or become involved in special programs and/or have restrictions placed on extra-curricular campus activities (athletics, fine arts, etc.). They are also required to submit periodic academic progress reports.

If it becomes apparent that a student is not profiting from the course, as evidenced by poor attendance or poor academic performance, the Vice President for Academic Affairs may dismiss a student without any warning period at any point during the semester and/or term.

A part-time student (carrying less than 12 semester credit hours per semester (residentially) / 3 semester credit hours per term (online)) shall be placed on academic warning if, at the end of any semester and/or term, he or she has a cumulative grade point average (CGPA) of less than a 2.000. During the next semester and/or term, if the student does not receive a 2.000 CGPA and/or completes at least 66.667% of their coursework, the student is dismissed from the University. The student may appeal the dismissal and follow the same appeals process found above in the full-time satisfactory academic progress appeals process.

Part-time students on academic probation may be required to retake courses in which “F” or “D” grades were received, take a reduced credit load, become involved in special programs, and/or have restrictions placed on extra-curricular campus activities (athletics, fine arts, etc.). They are also required to submit periodic academic progress reports.

If it becomes apparent that a part-time student is not profiting from the course, as evidenced by poor attendance or poor academic performance, the Vice President for Academic Affairs may dismiss a parttime student without any warning period at any point during the term.

CHANGES IN REGISTRATION

Residential

To add or drop a course, a student must obtain an Add/Drop/Withdraw form from the Registrar’s Office and secure the signatures of his/her advisor and the course instructor. Courses dropped during the first ten (10) days of the semester will not appear on the student’s record. Courses may be added to the student’s record during the first five (5) days of the semester. This is called the Drop/Add period. A student who withdraws from a course after the first ten (10) days of classes will receive a grade of W (Withdrawal). Students have until the end of the ninth (9th) week to withdraw from a full semester course or the middle of the fourth (4th) week for a half-semester course. Please review the Residential Academic Calendar in this Waldorf University Catalog for more information on specific dates for all drop/add and withdraw periods.

Courses dropped without following these procedures, or after the stated deadlines are recorded as “F” grades. Please review the Residential Academic Calendar in the Waldorf University Catalog for important registration dates and deadlines.

Students who enter a class after the first meeting of the class session due to a change in registration, late registration, or for other reasons will be considered absent from the beginning of the semester and must make up all work missed.

If a student’s class load drops below twelve (12) semester credit hours, he/she may be asked to move out of the residence halls. Students who reside on campus and fall below twelve (12) semester credit hours must receive special permission to reside on campus by the Dean of Students.

If a student’s class load drops below twelve (12) semester credit hours, it may affect athletic eligibility and cause changes in his/her financial aid. Please consult with the Financial Aid Office and/or his/her Head Coach for details.

Online

Students who wish to drop or withdraw from the institution are encouraged to complete the Course Drop/Withdrawal Form located in myWaldorf Student Portal; however, students may withdraw in any manner by contacting the Office of the Online Registrar. Courses dropped during the first (1st) week of the term will not appear on the student’s record. A student who withdraws from a course after the first (1st) week of classes will receive a grade of W (Withdrawal). Online students wishing to withdrawal from a course must do so prior to the conclusion of Week 5 of the term. If no assignments are submitted in the last 21 days of the term and the student receives a failing grade, the student will be withdrawn from the course and a grade of WF (Withdraw-Fail) will be

assigned. Grades of WF count in the calculation of the student's GPA the same as a grade of F. WF also is counted in attempted hours. Please review the Online Academic Calendar in the Waldorf University catalog for important registration dates and deadlines.

Leave of Absence Policy (Online)

Students unable to enroll in one or more terms may apply for a temporary Leave of Absence (LOA) from the University. This policy is designed to allow a student the flexibility to take a temporary break from their academic program and upon return, a student will not be required to apply for readmission to the University. A student will not be granted a LOA in the middle of a term; therefore, for purposes of Title IV, a student granted a temporary LOA will be considered withdrawn from the University during this time. A student is expected to complete all courses if currently enrolled in a term and apply for an LOA to begin at the start of the next term in the academic program. If a student is having difficulty or is unable to complete all courses in the term, the student may apply for an incomplete or an incomplete for special circumstances, or the student may withdraw, in which case a Return of Title IV calculation may be required. A student may apply for an LOA by submitting the Leave of Absence Request Form located in the myWaldorf Student Portal. All requests must be submitted a minimum of three (3) weeks prior to the start of the term the student is unable to attend. A temporary LOA from the University will only be granted to a student planning to return to their academic program at the end of the LOA. In addition, the LOA request may not exceed more than two (2) consecutive terms within 12 months. A student may request more than one LOA during the student's academic program but not exceed two (2) terms within a twelve (12) month period. A student may return from a LOA early and resume enrollment in the next available term or enrollment period.

Important facts concerning a Leave of Absence:

- For purposes of Title IV, a student will be considered withdrawn from the University while on a LOA; therefore, federal student loans are not eligible for an in-school deferment;
- A student will not be eligible to receive federal student aid while on a LOA;
- A student who fails to return from a LOA will be required to reapply for admission to the University after twelve (12) months of inactivity in their academic program.

Withdrawal from the University

A student who for any reason finds it necessary to withdraw from the University during any semester initiates the application for withdrawal in the Office of Retention (residentially located in the Academic Achievement Center) or with their Academic Advisor (online students only). A student who fails to follow this procedure may not be considered honorably dismissed.

Refunds are based on the date on which the withdrawal application was approved.

Transcripts

A transcript of credit and statement of honorable dismissal will be sent upon written request from the Registrar's Office for students who are in good standing. However, the University reserves the right to withhold transcripted grades, certification of graduation, and/or certification of credits until all University obligations have been fully settled or payment arrangements have been made and are current, including past due Federal Perkins loans. Transcripts will be furnished at fifteen ($15) dollars each. The standard processing time for all requests is 7-10 business days. Please consult with the Registrar's Office for additional information regarding alternative delivery methods and processing times. Transcripts may be requested online at https://www.parchment.com/u/registration/32403/institution. All transcript requests are processed in accordance with regulation C.F.R. 668.14(b) (33 & 34).

Transfer of Credit to Waldorf

Waldorf University allows transfer credits from other accredited institutions of higher learning, training, and relevant professional licenses and certificates. They will be evaluated according to the nature and quality of work presented as judged by the University Registrar or their designee through official transcripts as recognized by the U.S. Department of Education Office of Post-Secondary Education (USDE-OPE), the Council for Higher

Education Accreditation (CHEA), the American Council on Education (ACE), and the professional code of review standards set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Students who have earned an Associate of Arts (A.A.) degree from an accredited institution will have their degree considered for meeting all general education core (The Core) requirements with the exception of two religion courses and any specific courses required by the individual major area of study. Courses with “D” grades will be accepted within the Associate of Arts degree; however, transfer credit will not be recognized for those courses unless the total transfer credit awarded is less than or equal to the credits required to achieve Junior classification status. Students holding any other Associate’s degree other than an Associate of Arts degree are not exempt from The Core requirements.

If a student has completed courses comparable to Waldorf University courses and successfully completed those courses with grades of C or better, then they will be considered for transfer credit. All coursework earned within a major or minor must have a grade of C- or higher to be considered for graduation. Up to 75-percent (%) of undergraduate courses can be transferred into an undergraduate degree program based upon the degree requirements. Among the acceptable credits may be Advanced Placement (AP) tests, College Level Examination Program (CLEP), Prometric DSST Exams (DANTES), prior college credit, technical credit, military service credit, professional/life learning credit, and/or credit by examination.

All required internships and student teaching must be completed at Waldorf University to earn a Waldorf University degree. Departments may have additional requirements for admission and completion in a major.

Grades earned in courses accepted for transfer are not included in the grade point average and are not used in computing academic honors, but the credits count toward the total number required for graduation.

Please see the Graduate Admissions section for information regarding the Graduate Transfer Credit Policy.

Academic Credit for College Equivalent Learning (ACCEL)

An individual with significant experience in the workplace or in other than college-sponsored training programs may be eligible to convert the knowledge obtained from that experience into academic college credit when it is equivalent to learning that takes place in the classroom.

Applicants for ACCEL credit must have completed the admissions process before applying for credit. Interested individuals should contact the Registrar for an ACCEL advisor who teaches the equivalent course. The advisor will explain the necessary portfolio materials. When the applicant has completed the documentation for the experience and the advisor has given preliminary approval, the portfolio will be viewed by a temporary committee for quality assurance. The Committee will be composed of the University Registrar or the Online Registrar, the ACCEL advisor, and another faculty member of the department for which credit is requested.

If the experience is approved, credit will be given but not a grade. There is a $50.00 per course fee for the credit to be put on the student’s transcript.

Advanced Placement (AP) Program

Credits from Advanced Placement courses in which at least a “3” has been earned on the final examination are accepted by Waldorf University.

College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST)

The College-Level Examination Program (CLEP) and the DANTES Subject Standardized Tests provide students the opportunity to earn credit outside the classroom by demonstrating academic achievement through examination.

Waldorf University grants credit for both subject and general examinations of CLEP and DSST with the stipulation that the departments concerned will determine the course credit allowed and the score to be achieved to be acceptable.

Residential transfer orientation is provided through the Office of Student Life.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 protects the privacy of student education records. The FERPA Act provides for the right to inspect and review education records, the right to seek to amend those records, and to limit the disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.

What rights does FERPA afford students with respect to their education records?

- The right to inspect and review their education records within 45 days of the day the university receives a request for access.
- Students should submit written requests to the Office of the Registrar and identify the record(s) they wish to inspect. The staff of the office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the student will be notified of the correct official to whom the request should be addressed.
- The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.
- Students may ask the university to amend a record that they believe is inaccurate or misleading. They should submit the request in writing to the Registrar's Office and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
- If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of the hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception that permits disclosure without consent is disclosure to school officials with "legitimate educational interests." A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility. The University Registrar will determine the "legitimate educational interest" on a needs basis.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education 400
  Maryland Ave., SW
  Washington, D.C. 20202-5920

Who is protected under FERPA?
Students who are currently enrolled or formerly enrolled regardless of their age or status with regard to parental dependency are protected under FERPA. Students who have applied but have not attended an institution and deceased students do not come under FERPA guidelines.

What are education records?
With certain exceptions, an education record is any record from which a student can be personally identified and maintained by Waldorf University. A student has the right to access these records. Education records include any records in whatever medium (handwritten, print, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school in which a student was previously enrolled.

What is not included in an education record?

- Sole possession records or private notes held by school officials that are not accessible or released to other personnel,
- Law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit,
- Records relating to individuals who are employed by the institution (unless contingent upon attendance),
- Records relating to treatment provided by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional and disclosed only to individuals providing treatment,
- Records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution.

What is directory information?
Waldorf University may disclose information on a student without violating FERPA if it has designated that information as “directory information.” At Waldorf University this includes a student’s:

- Name ^
- Home Address (City, State/Country)
- Parent Name(s)
- Parent(s) Home Address (City, State/Country)
- Campus Mail Box
- Waldorf University Email Address (residential only)
- Major(s)/Minor(s) ^
- Dates of Attendance ^
- Degree Awarded and Date Awarded ^
- Honors and Awards Received
- Participation in officially recognized activities and sports
- Current Enrollment Status (Full-time/Part-time)
- Class Standing (Freshman, Sophomore, Junior, Senior, etc.)
- Expected Graduation Date ^

^ What Waldorf University releases without a student FERPA release

How does a student authorize the release of their education record in the form of an academic transcript?
Students must authorize the release of their transcript by a written request with signature by completing and signing a transcript request form available in the Registrar’s Office, or by ordering online through the Waldorf University website (E-Signature required). There may be fees associated with transcript requests. Contact the Offices of the Registrar for additional information.

Who may have access to student information?

- The student and any outside party who has the student’s written permission.
- School officials (as defined by the University) who have “legitimate educational interests.”
- Parents of a dependent student as defined by the Internal Revenue Code.

- A person in response to a lawfully issued subpoena or court order, as long as the University makes a reasonable attempt to notify the student first. Normally, the University will comply with a subpoena after two weeks have elapsed from the day the subpoena was received. For legal questions, please contact the Office of the Vice-President of Business Affairs at 641.585.8496.
- State and local education authorities ("Federal and State Authorities") may allow access to your records and personally identifiable information without your consent to any third party designated by a Federal or State Authority to evaluate a federal or state-supported education program, as well as to researchers performing certain types of studies.

When is the student's consent not required to disclose information?
When the disclosure is:

- To school officials (defined in the policy) who have a "legitimate educational interest,"
- To federal, state, and local authorities involving an audit or evaluation of compliance with educational programs,
- In connection with financial aid; including Veterans' benefits,
- To organizations conducting studies for or on behalf of educational institutions,
- To accrediting organizations,
- To comply with a judicial order or subpoena
- In a health or safety emergency,
- Releasing directory information,
- Releasing the results of a disciplinary hearing to an alleged victim of a crime of violence

For additional information, please contact:

Office of the University Registrar
Attn: FERPA Information
106 South Sixth Street
Forest City, Iowa
50436-1713
Telephone: 641.585.8696
E-mail: registrar@waldorf.edu

THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Waldorf University adheres to the Protection of Pupil Rights Amendment (PPRA). The Protection of Pupil Rights Amendment (PPRA) aims to protect privacy by placing certain requirements on the collection and subsequent analysis of certain types of data. PPRA prohibits a state or local education agency from requiring students to provide information on attitudes, habits, traits, opinions, beliefs or feelings relating to eight protected topics: 1) political affiliations; 2) mental and psychological problems potentially embarrassing to the student or his or her family; 3) Sex behavior and attitudes; 4) illegal, anti-social, self-incriminating and demeaning behavior; 5) critical appraisals of other individuals with whom the student has close family relationships; 6) privileged and analogous relationships (e.g., lawyers, physicians, and ministers); 7) religious practices, affiliations, or beliefs; or 8) income (excluding for eligibility for programs or financial assistance). The law provides parents and eligible students (i.e., at least 18 years old, or an emancipated minor) rights of notice, inspection, and consent (or opt-out) and requires local education agencies to develop and adopt policies addressing specific situations. (20 U.S.C. § 1232h; 34 C.F.R. Part 98)

Who does PPRA apply to?

PPRA regulates any program administered by the U.S. Department of Education, including programs and activities of state and local educational agencies. The regulations specifically do not apply to the High School Equivalency Program and College Assistance Migrant Program, programs administered by the Rehabilitative Services Administration, or college housing.

For additional information, please contact:

Office of the University Registrar
Attn: The Institutional Review Board
106 South Sixth Street
Forest City, Iowa
50436-1713
Telephone: 641.585.8696 E-mail:
registrar@waldorf.edu.

CAMPUS SECURITY/ CRIME / FIRE REPORT

The required campus security report is prepared annually and posted on the Waldorf University website. This report contains information about measures the University has taken to provide for student and employee safety and ways students and employees can contribute to a safe environment. The report describes the relationship between campus security and the local police. Additionally, it contains campus crime and fire statistics for the past three (3) years. The report is available to the public upon request from the Office of Student Life or it can be found on the University web page under “campus security.”

For the Residential Code of Conduct, please see the Waldorf University Student Handbook or contact the Office of Student Life for assistance.

STATEMENT ON NONDISRCIMINATION

In compliance with applicable law, such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Age Discrimination Act of 1975, and The Americans with Disabilities Act and ADA Amendments, Waldorf University (the “University”) admits students, employees and those in treatment to its programs and activities administers its education policies, financial aid and scholarship programs, and its educational, athletic and other University administered programs without regard to race, color, national origin, age, religion, creed, disability, marital status, gender/sex (including pregnancy or pregnancy-related conditions), gender identity/expression, sexual orientation, or status with regard to public assistance.

Waldorf University is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, events, and facilities. To this end, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1991, the University is making modifications to its buildings and grounds in such reasonable manner as to provide access for the disabled and stands ready to supply to students and employees, including those with limiting visual or hearing impairments, such auxiliary aids, modifications in classroom locations, and/or adjustment of classroom techniques and practices as will allow equal access to the regular program and degree objectives offered by the
University. Requests for information or for modifications beyond those already completed or for assistance to accommodate individual needs should be made to the Disabilities Specialist and/or the Dean of Students.

The University is required by Title IX and its regulations not to engage in sex discrimination in its education program or activity, including admissions and employment. Sex discrimination is prohibited by
Title IX of the Education Amendments of 1972, a federal law that provides that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Sex discrimination is conduct based upon an individual’s sex that excludes an individual from participation in, denies the individual the benefits of, or treats the individual differently, in an education program or activity. Sexual Harassment is a form of sex discrimination. In accordance with Title IX and its regulations, this Policy addresses the University’s prohibition of the following forms of sex discrimination: Title IX Sexual Harassment, Non-Title IX Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, Stalking, and Sexual Exploitation.

The University will not tolerate Sexual Misconduct in any form. The University will promptly and equitably respond to all reports of Sexual Misconduct in order to take steps to eliminate the misconduct, prevent its recurrence, and address its effects on any individual and/or the community.
Questions, issues of concern, or to register a complaint about Title VI, Title IX, Section 504, ADA, discrimination, or Sexual Misconduct may be directed to the following persons at Waldorf University:

Waldorf University
Title IX Coordinator & Disabilities Specialist (AAC)
106 South Sixth Street
Forest City, IA 50436-1713
Telephone: 641.585.8211 or 800.292.1903, ext. 8211

Waldorf University
Attn: Title VI Coordinator
106 South Sixth Street
Forest City, IA 50436-1713
Telephone: 641.585.8161 or 800.292.1903, ext. 8161

The Title IX Coordinator & Disabilities Specialist has been designated to coordinate efforts at Waldorf University to comply with these regulations. The National ADA Hotline can be reached by dialing 1.800.514.0301 or via the Internet at www.ada.gov. The Region 7 ADA Center can be reached at 573.882.3600 or via e-mail at adacenter@missouri.edu or via the internet at http://www.gpadacenter.org

IDENTITY VERIFICATION

Waldorf University must establish the identity of the student who registers in distance education programs to ensure it is the same student who participates in, completes courses, and receives academic credit. Applicants are required during the admissions process to submit a color image of a valid government issued photo ID, such as a state driver's license, state identification card, or U.S. passport. Waldorf University reserves the right to require additional sources of identity verification, such as the following:

- Social Security card
- Color, valid, unexpired U.S. Passport
- Utility bill less than 90 days old
- W-2 tax form
- Voter registration card
- Current lease or rental agreement
- Vehicle registration
- Current Homeowner's insurance policy with name and address
- International applicants are required to submit a color image of a valid international governmentissued driver's license, national/state/province identity card (including European ID card), or a valid international travel passport.

Additional identity verification sources may be required, such as but not limited to the following:

- Permanent Resident card
- Immigration and Naturalization Service Employment Authorization Card (I-766) (for those working in the U.S.)
- Border Crossing card
- Verification and Exceptional Cases

All documents submitted for review to determine admission status are subject to verification. Applicants selected for verification must provide final official high school or GED transcripts and any other documents requested by Waldorf University to complete verification. Verification may also be required if the U.S. Department of Education selects a student for verification and requests validation of high school graduation. Failure to comply with this request may result in immediate dismissal from Waldorf University and forfeiture of credits.

In addition to the above documents, Waldorf University reserves the right to require additional identity verification steps to include a video conference call and self-submitted photo of the student including color photo ID. This will help Waldorf ensure and protect the identity of the student and the integrity of our education process.

ACADEMIC INTEGRITY

Academic Integrity Policy

Waldorf University expects that the spirit of honesty, fair play, intellectual curiosity, and pursuing truths in looking at knowledge in new ways, guides faculty and students in fulfilling learning objectives through academic assignments. If a student appears to be exhibiting academic dishonesty, the University anticipates that the student and the respective faculty member will engage in consultation and possible resolution appropriate to better understanding and resolving a particular situation.

Academic Integrity Violation (AIV)

As a student at Waldorf University, you are expected to adhere to the highest standards of academic conduct. Academic dishonesty directly opposes the academic mission of Waldorf, and any type of academic misconduct is a punishable offense. Academic dishonesty includes, but is not limited to cheating, contract cheating, falsification of data, fabrication, duplicate submission, and plagiarism.

- Academic Dishonesty includes presenting information that is knowingly false as fact such as falsification of data and fabrication of data. Falsification of data is deliberately altering data acquired and presenting it as fact. Fabrication of data is making up data that is not derived by a standard method of investigation and presenting this as fact.
- Cheating is receiving, attempting to receive, providing, or attempting to provide any unauthorized assistance in the preparation of any coursework for your work or another's work. This includes the use of contract cheating (buying papers and submitting them, selling papers, or posting completed assignments online), and duplicate submission (self-plagiarism).
- Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources. For example, copying and pasting text from internet sources without a proper citation is a form of plagiarism.
- Self-Plagiarism is submitting any work for credit which was not authored specifically and originally for the assignment in question without the prior approval of the professor. This mostly takes the form of submitting the same, or mostly the same, assignment for multiple courses. If referring to their own writing appearing elsewhere, normally no more than one to two paragraphs with citation is appropriate.
- The use of AI generative tools in the production of one's work may also be a form of plagiarism as follows:
    - Artificial Intelligence (AI) Generative Tools are defined as (but not limited to) technologies that rely on machine learning, large language models (LLMs), unstructured information management architecture (UIMA), and other advanced data manipulation tools to produce distinct answers or outputs based upon prompts by the user.
    - The use of AI generative tools may be allowed (or required) by an individual instructor based on the specific course policies (outlined in the syllabus) for an individual course. In this case, the following policies would not necessarily apply to that specific course.
    - AI Plagiarism is defined as using an AI generative tool to create content and presenting that content in any type of assignment as one's own work. This includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by an AI generative tool. It also includes the presentation of the work, ideas, representations, or words of an AI generative tool without customary and proper acknowledgment of its source. For example, copying and pasting text or images created by an AI generative tool without a proper citation is a form of plagiarism. Using an AI generative tool in the process of

developing content (such as forming an outline, generating a sketch, or creating content that a student then alters) without proper citation is also a form of plagiarism.

Resolution Process

Questionable scholarship and/or inadequate citation of sources does not necessarily mean plagiarism. Diligence is needed by all parties engaged in teaching and learning; clarifying any misunderstanding, as well as, identifying violations of policy. When a faculty member reasonably suspects that academic dishonesty has occurred, this approach is to be taken:

The faculty member consults with the student about the situation, in an effort to better understand what has happened. If an agreed-upon may be reached, or if warranted written notification with details are provided will be forwarded to the Vice President for Academic Affairs (VPAA) or their designee. Academic Affairs has records of previous student AIVs and shall share said number of incidents with the faculty member.

After consultation, the faculty member recommends action to the VPAA or their designee. If needed for further deliberation, the VPAA or their designee assures an appropriate appeal process, with the VPAA making the final decision.

First Violation

The student is contacted by the faculty member, preferably by phone (or face-to-face residentially), consulting about the circumstance(s) surrounding the situation. Notes on the interaction will be taken, and the faculty member may resolve teaching and learning matters at their discretion. If there is found to be a violation of policy, the following may be applied (academic affairs keeps records on academic integrity policy violations):

1. “F” for the assignment
2. Or “F” for the course
3. Or, if a research paper demonstrates problems with citations, then the faculty member and student may agree to revise and resubmit the paper with adjustments, discussion, and agreement on conditions.

Second Violation

The student is contacted by the faculty member, preferably by phone (or face-to-face residentially), consulting with them about the situation. Notes on the interaction are taken. The student will be notified by the faculty member that he or she will participate in a scheduled communication regarding the situation with the faculty member and the VPAA or designee. Appropriate action may include:

1. “F” for the assignment
2. Or “F” for the course.
3. Or the faculty member and student may agree to revise and resubmit the paper with adjustments, discussion, and agreement on conditions.

Third Violation

The student is contacted by the faculty member, preferably by phone (or face-to-face residentially) consulting with them about the situation. Notes on the interaction are taken, and the faculty member will send a confirmation e-mail to the student. If the student is found to have committed a third AIV offense, the student will receive an “F” for the course. The student will be notified by the faculty member that he or she will be participating in a scheduled communication regarding the situation with the faculty member and the VPAA or designee. Being expelled from the University at the end of the semester and/or term in which the violation took place will likely result.

Any student who has an academic integrity violation processed on their record has the right to appeal this determination. Residential student appeals must be submitted to Registrar@waldorf.edu no later than five (5) business days after receipt of the formal AIV notification letter from Waldorf University. Online student appeals must be submitted using the Academic Integrity Violation Appeal Form. Students may obtain this form from their Academic Advisor or Student Services Representative. Completed AIV Appeal Forms must be submitted to students@waldorf.edu no later than five (5) business days after receipt of the formal AIV notification letter from Waldorf University. There is an area on the appeal form to describe, in detail, why you feel the AIV determination is inaccurate. Please provide any documentation that will support your appeal (i.e.: e-mails, letters, papers, reference materials, etc.). The appeal will be reviewed by the Executive Appeals Committee (EAC) for final determination. Notification will be made within five (5) business days of receipt of the appeal by the EAC. All decisions rendered by the EAC are final.

In the event an AIV determination is found to be inaccurate, the student and the student's faculty member will be notified, the AIV will be removed from the student's record, and the assignment will be returned for grading either with the original faculty member or by a faculty member who is qualified in the course curriculum as determined by the EAC.

Forgery Policy

It is the policy of Waldorf University that if prospective or current students alter or forge academic records in any way, they will be denied admittance to or will be expelled from the institution.

Dismissal Policy

Additional causes for immediate dismissal from Waldorf University may include:

- Failure to pay tuition or fees
- Failure to abide by university rules and regulations
- Violation of the Student Code of Conduct

For more information on Waldorf University's Residential Code of Conduct, please see the Waldorf University Student Handbook or contact the Offices of Student Life.

Online Student Code of Conduct Violation

Investigation

Online Student Code of Conduct Violation Investigation
When an alleged violation has occurred, faculty/staff members will work with the student to resolve matters informally. If no agreement can be reached, the faculty/staff member will bring the matter to the Director of Student Affairs, or designee immediately. While an alleged violation is being investigated, interim action may be initiated including, but not limited to removal from course, university-sanctioned events, and other functions, and/or receive a no-contact order. In those instances where Waldorf determines the conduct does not warrant a specific violation, Waldorf may choose to issue a warning. In the event of a threat or imminent harm, the university reserves the right to take immediate action prior to the investigation in accordance with the sanctions outlined therein.

Notification and Response

A student accused of violating the Student Code of Conduct will be notified by the Director of Student Affairs, or designee, of the specific violation in writing. Students shall be given ten (10) business days to submit a written response to the designated university official indicating responsibility for the accused offense or denying the violation. Failure of a student to respond to the official letter constitutes a violation of the Student Code of Conduct and may result in additional sanctions by the university up to and including dismissal from the university. A student denying the violation(s) will follow the below process.

Review of Response

Reviews shall be conducted according to the following guidelines:

- The Director of Student Affairs, or designee, will be designated to review the response. ▪ If the student has additional documentation to substantiate their denial of the violation, it should be submitted to the designated university official at this time.
- The determination of the misconduct shall be made on the basis of whether it is more likely than not that the student violated the Student Code of Conduct.
- The evidence in support of the accusations shall be presented, considered, and a decision rendered.

Decision

- The Director of Student Affairs, or designee, will communicate the findings in writing to the student, and faculty member when appropriate.
- In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, Waldorf will disclose to an alleged victim of a crime of violence or a non-forcible sex offense, the results of any disciplinary review conducted by the institution against the student who is the alleged perpetrator of the crime or offense.
- In accordance with the requirements under HEOA, in cases of an alleged sex offense, both the accuser and the accused will be informed of the determination involving an alleged sex offense, including any imposed sanction(s).
- A summary report containing findings of fact, decision, and sanctions, will be placed in the student's file.

Sanctions

Disciplinary sanctions shall be based upon the seriousness of the violation(s) and may include, but is not limited to, warning, probation, loss of academic credit, suspension, and conduct dismissal.

Student Appeal

Students who are found to be in violation of the Student Code of Conduct after receiving a warning or decision have the right to appeal within five business days. These students should contact Waldorf University's Associate Vice President of Online Operations. The appeal should include a justification of why the decision rendered should be overturned, as well as corresponding documentation that will support their request. The appeal decision from the AVP of Online Operations, or designee, is final and shall be communicated directly to the student, and faculty member when appropriate.

Online Student Code of Conduct Violation Process ▪

Student issue occurs.

▪ Faculty member attempts to resolve issues informally.
▪ If not resolved, the faculty member will reach out to the Director of Student Affairs, or designee.
▪ The Director of Student Affairs, or designee will investigate the alleged violation.
▪ Students will be contacted with the results.
▪ Student has the ability to appeal in writing within five days to the AVP of Online Operations.
▪ The AVP of Online Operations will review the appeal and render a decision.
▪ The decision of the AVP of Online Operations will be communicated in writing and is final.

For the Residential Code of Conduct, please see the Waldorf University Student Handbook or contact the Offices of Student Life.

Final Grade Appeal Policy

The Final Grade Appeal Policy is designed to provide students with a clearly defined avenue for appealing the assignment of a final course grade. A final grade appeal may be submitted following the posting of the final grade and must be accompanied by a rationale for the appeal and supporting evidence. It is the responsibility of the student wishing to appeal a final course grade to discuss the matter with the faculty member who assigned the final grade, prior to initiating the grade appeal process.

A student may submit a formal final grade appeal if the following conditions are met:

▪ The student has attempted to resolve the issue with the faculty member who assigned the grade. Note: If the required meeting with the instructor has not taken place, the appeal will be accepted only if the student provides evidence that the student contacted the instructor via email and (a) has received no reply for five (5) business days, or (b) has been unable to schedule a meeting within five (5) business days of the date of contact.

▪ The grading issues impact the final course letter grade.

▪ The student believes that the final course grade was assigned contrary to steps specified by the course syllabus, or the faculty member did not apply grading standards equitably during the course.

▪ The final course grade appeal is submitted no later than ten (10) business days from the day the final grade was posted.

Students meeting the above criteria may initiate a final grade appeal by submitting the Final Course Grade Appeal Form. Residential students may obtain this form by contacting the Vice President for Academic Affairs. Online students can locate the form in the myWaldorf Student Porta or it can be provided by their Academic Advisor or Student Services Representative Residential students must submit the appeals form, along with supporting evidence, to the Vice President for Academic Affairs. Online students must submit the appeals form, along with supporting evidence via email to students@waldorf.edu. Please allow 24-48 hours for the processing of the initial appeal request.

Graduate Assistantship (GA) Policy

Graduate Assistantships (GA) are non-need-based, employment–at–will positions that are located on the Waldorf University campus in Forest City, Iowa. The Graduate Assistantship involves practical work experience with a high level of responsibility, complementing the student's pursuit of an advanced degree at Waldorf University. Graduate Assistant (GA) activities are performed under the supervision of a Department Director, Faculty Department Chair, or Head Coach. GAs receive a stipend and tuition-free enrollment in Waldorf University's graduate program.

A limited number of Graduate Assistantships are available, and GAs are hired through a competitive selection process.

Any current GA openings are posted on the employment page of Waldorf University's website, and the job posting includes application instructions.

GA applicants must be accepted for graduate program admission at Waldorf University prior to applying for a Graduate Assistantship. Once hired, GAs must maintain the Graduate Assistantship by achieving the following on an ongoing basis:

- full-time graduate-level enrollment at Waldorf,
- good academic standing,
- quality performance of the work scope and work hours outlined in the job description, and
- successful performance review by the GA Supervisor. GA course enrollment shall be limited to no more than one (1) course per semester and/or term.

All employment requirements and necessary forms are outlined in the Graduate Assistant Handbook which can be obtained from the Human Resources Manager and/or their designee.

UNDERGRADUATE FIELDS OF STUDY AND RESIDENTIAL UNDERGRADUATE PROGRAMS

B.A. / B.S. CORE CURRICULUM (RESIDENTIAL)

The table below describes the Institutional Learning Outcomes (ILO) and course expectations for students who begin as a freshman (first-time, first-year students) and for those who come to Waldorf University with single or multiple semesters of university and/or college study.

ILO	Discipline / Course	Credit
Integrative Studies (Writing Intensive)		
	Waldorf University Orientation (3 credit)	
1, 5	HUM 100: Warrior Seminar	3
Literature (Writing Intensive)		
	English (9 credits)	
2, 4	ENG 120: Composition I ▲	3
2, 4	ENG 121: Composition II ▲	3
3, 5	Literature Elective (200 or above)	3
Religion and Philosophy		
	Religion and Philosophy (9 credits)	
2, 3, 5	Religion or Philosophy Elective	3
2, 3, 5	PHL 111: Critical Thinking	3
2, 3, 5	REL 435A Life, Meaning, and Vocation	3
Arts, Humanities, and Historical Perspectives		
	Humanities (6 credits)	
3, 5	History Elective	3
3, 5	ART, CWR 201, CWR 370, CWR 375, CWR 380, HUM 120, or THR	3
Natural, Physical, Earth, and Life Sciences		
	Science (4 credits)	
2, 4, 5	Science Elective (with Lab)	4
Social and Behavioral Inquiries		
	Social/Behavioral Science (6 credits)	
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3

1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
	Mathematics (4 credits)	
2, 4	MTH 101 or Higher Elective	4
Integrative Studies (Oration/Linguistic Presentation Intensive)		
	Speech (3 credits)	
2, 4	Speech Elective	3
Global Sustainability / Perspectives		
	Global (3 credits)	
1, 3, 5	Global Elective	3

Disciplinary or Non-Disciplinary Studies	
Non-Major Elective Credits (17 credits) *	
Credit Course# Elective: _____	3
Credit Course# Elective: _____	3
Credit Course# Elective: _____	3
Credit Course# Elective: _____	3
Credit Course# Elective: _____	3
Credit Course# Elective: _____	2
Total Credits	64

* Any courses not applied to the primary major field of study, with the exception of the Education Department and Teacher's program.

▲ The requirement is fulfilled by passing the course with a grade not lower than a C (2.00).

Core requirements for students with an Associate of Arts (A.A.)
Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception of two (2) religion courses and any specific courses required by the individual major area of study.

Core and General Education requirements for students with transfer credits or those with A.A.S. or A.S. degrees equivalent to Sophomore, Junior, or Senior classifications will be evaluated on a course-bycourse basis equivalent towards the maximum number of credits allowed by the University.

B.A.S. CORE CURRICULUM COURSES (RESIDENTIAL)

The table below describes the Institutional Learning Outcomes (ILO) and course expectations for students who begin as a freshman (first-time, first-year students) and for those who come to Waldorf University with single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Literature (Writing Intensive)		
	English (6 credits)	
2, 4	ENG 120: Composition I ▲	3
2, 4	ENG 121: Composition II ▲	3
Arts, Humanities, Historical, and Religious Perspectives		
	Humanities (12 credits)	
3, 5	History Elective	3
2, 3, 5	PHL 111: Critical Thinking	3
2, 3, 5	REL 435A Life, Meaning, and Vocation	3
3, 5	ART, ENG, MUS, REL, SPC, SPN, or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
	Science (4 credits)	
2, 4, 5	Science Elective	4
Social and Behavioral Inquiries		
	Behavioral/Social Science (6 credits)	
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
	Mathematics (4 credits)	
2, 4	MTH 101 or Higher Elective	4
Total Credits		32

▲ The requirement is fulfilled by passing the course with a grade not lower than a C (2.00).

Core requirements for students with an Associate of Arts (A.A.)
Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception of two (2) religion courses and any specific courses required by the individual major area of study.

Core and General Education requirements for students with transfer credits or those with A.A.S. or A.S. degrees equivalent to Sophomore, Junior, or Senior classifications will be evaluated on a course-bycourse basis equivalent towards the maximum number of credits allowed by the University.

A.A. CORE CURRICULUM COURSES (RESIDENTIAL)

The table below describes the Institutional Learning Outcomes (ILO) and course expectations for students who begin as a freshman (first-time, first-year students) and for those who come to Waldorf University with single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Integrative Studies (Writing Intensive)		
	Waldorf University Orientation (3 credit)	
1, 5	HUM 100: Warrior Seminar	3
Literature (Writing Intensive)		
	English (9 credits)	
2, 4	ENG 120: Composition I ▲	3
2, 4	ENG 121: Composition II ▲	3
3, 5	Literature Elective (200 or above)	3
Religion and Philosophy		
	Religion and Philosophy (9 credits)	
2, 3, 5	Religion or Philosophy Elective	3
2, 3, 5	Religion or Philosophy Elective	3
2, 3, 5	PHL 111: Critical Thinking	3
Arts, Humanities, and Historical Perspectives		
	Humanities (6 credits)	
3, 5	History Elective	3
3, 5	ART, CWR 201, CWR 370, CWR 375, CWR 380, HUM 120, or THR	3
Natural, Physical, Earth, and Life Sciences		
	Science (4 credits)	
2, 4, 5	Science Elective (with Lab)	4
Social and Behavioral Inquiries		
	Social/Behavioral Science (6 credits)	
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
	Mathematics (4 credits)	
2, 4	MTH 101 or Higher Elective	4
Integrative Studies (Oration/Linguistic Presentation Intensive)		
	Speech (3 credits)	
2, 4	Speech Elective	3

Global Sustainability / Perspectives		
	Global (3 credits)	
1, 3, 5	Global Elective	3

Disciplinary Studies		
	AA Major Specific Courses + Non-Major Elective Credits (17 credits)	
	Credit Course# Elective: _____	3
	Credit Course# Elective: _____	3
	Credit Course# Elective: _____	3
	Credit Course# Elective: _____	3
	Credit Course# Elective: _____	3
	Credit Course# Elective: _____	2
Total Credits		64

* Any and all courses related to the A.A. plus any courses not applied to the primary major field of study.

▲ The requirement is fulfilled by passing the course with a grade not lower than a C (2.00).

Global Electives (Suggestions) **3 cr.**
(Any study classified as outside of the U.S.A.)

Possible global course options may be:

BUS 340	International Business (For Business Majors Only)
BUS 4426	International Management
BUS 4351	International Economics
ENG 212	Global Literature
ENG 351	British Literature I: Beowulf to 18th Century
ENG 352	British Literature II: Romantic Era to Contemporary
HIS 110/HIS 1100	Ancient World
HIS 120/HIS 1200	Medieval World
HIS 161/HIS 1610	Modern World
HIS 171/HIS 1710	Contemporary World
MUS 300	World Music
POL 320/GEO 320	Modern Global Issues
REL 206/REL 2350	Philosophies of World Religions
SPN 101/SPN 1010	Elementary Spanish I
SPN 102/SPN 1020	Elementary Spanish II
THR 315	Classical Theatre
THR 320	Elizabethan & Restoration Theatre

Speech Electives (Suggestions) **3 cr.**

Possible speech course options may be:

SPE 111	Essentials of Public Speaking (Available to ALL majors)
BUS 330	Business Communications (For Business and Sports Management majors only)
COM 203	Podcasting (Available to ALL majors)

EDU 201	Introduction to Teaching (For Education majors only)
THR 132	Acting I (Available for ALL Majors)

INSTUTUTIONAL LEARNING OUTCOMES (ILO)

The Waldorf University Institutional Learning Outcomes (ILOs) guide the development of the institution's core curriculum in expressing the knowledge, skills, and abilities that Waldorf students should demonstrate through their academic experience.

ILO 1 Citizenship and Service: Waldorf University students will practice purposeful and positive engagement in their local and global communities.

ILO 2 Critical Thinking: Waldorf University students will apply qualitative and quantitative methods of analysis necessary for informed argumentation, decision-making, and problem-solving.

ILO 3 Diversity, Equity, and Inclusion: Waldorf University students will synthesize diverse perspectives and values to support a foundation for a culturally responsible life.

ILO 4 Effective Communication: Waldorf University students will communicate effectively across multiple mediums and contexts.

ILO 5 Human Experience: Waldorf University students will explore fundamental questions of the human condition.

PROGRAMMING LEARNING OUTCOMES (PLO)

Waldorf University identifies learning outcomes for each academic program. A program learning outcome (PLO) is a measurable statement of a specific competency a student should be able to demonstrate towards the achievement of knowledge, skills, dispositions, or practices as a result of completing an academic program of study.

Learning outcomes are published in the student catalog to inform the students and stakeholders about the learning expectations of each academic program of study. Students can use this information to better understand the expectations of each academic program.

ART

Courses in the Art Department develop an appreciation of the visual arts as an integral part of a liberal arts education, as well as provide foundational instruction for those interested in the commercial art or art education professions. All art courses are considered "studio" courses and, therefore, meet twice as many hours per week as the number of credit hours. Course fees cover only some of the supplies and equipment for the studio classes. Students will be required to furnish some of their own supplies.

Minor: A minor in art requires ART 134 and ART 490 (taken the last semester of senior year) and an additional 15 semester credits from the following courses: ART 121, ART 221, ART 223, ART 323, ART 421, and ART 423.

BIOLOGY (B.A. / B.S.)

The mission of the Biology Program is to prepare students for leadership roles in medical careers as doctors, optometrists, dentists, veterinarians, physicians' assistants, radiologists, physical therapists, pharmacists and nurses, research careers in fields including genetics, biochemistry, biophysics, cell biology, and organismal

biology, and careers in ecology and conservation. We educate and prepare students from diverse backgrounds for lifelong learning focused on biology and its integral importance to society. Through rigorous and engaging courses combined with the flexibility to tailor the program to their desired profession, students become thoroughly prepared for biological careers and/or advanced studies in research (M.S., Ph.D.) and medical (MD, DO, DDS, DVM, PharmD, PA) fields. Our program provides a solid foundation in the biological science knowledge and skills required for admission to professional and graduate schools.

The Biology Department assists students in achieving five (5) general goals:

1. To internalize and apply the practices of scientific and critical inquiry.
2. To acquire biological expertise and hone abilities to apply scientific principles.
3. To develop investigative and quantitative skills.
4. To operate biological instrumentation accurately and efficiently.
5. To prepare for a life of leadership and service.

To accomplish these goals, we offer a strong curriculum and opportunities outside the classroom. All courses provide hands-on experience. Students use modern laboratory equipment and practice scientific inquiry while learning a broad spectrum of biology in depth. Biology faculty members maintain research programs and foster opportunities for students to participate in cutting edge research addressing novel questions and unmet needs.

Biologists study living systems. They seek to answer questions about the molecular basis for life, interactions among organisms and their environment, factors that affect the health and physiology of organisms, how best to treat diseases, and other similar questions. To answer such questions, the Biology Department prepares students for a variety of careers through two different degrees: B.A. or B.S., including a specialized Pre-Medical B.S. track. Both degree tracks require students to complete the same Biology Core (see below).

The B.A. degree is designed for students who plan to enter the workforce immediately after graduation from Waldorf University. Because it allows students to combine this program with over 20-semester credits from other academic departments, this flexible B.A. track can become an interdisciplinary program that maximizes graduate marketability.

The B.S. degree is designed for students who plan to pursue advanced degrees (M.S. or Ph.D.) or enter professional schools (e.g., veterinary medicine, physical therapy, optometry, etc.). It requires students to complete additional mathematics and science courses to deepen their preparation and focus more on a specific biological field (e.g. in-depth studies in molecular, organismal, or conservation biology). The B.S. track also requires students to complete research leading to a Senior Thesis to demonstrate their ability to use biology as a tool to answer questions and solve problems.

We do not equate Senior Theses with the work completed by a student in graduate school, but we do expect Senior Theses (BIO491-492) to be of sufficient quality to present at a regional scientific meeting or publish in a regional journal.

The Pre-Medical B.S. track is designed to prepare Waldorf students for careers in human medicine. To help alleviate the current shortage of physicians, this track satisfies the requirements for the B.S. degree and provides robust coursework that adequately prepares students for entrance exams such as the MCAT. Additional courses typically required by Medical school admissions committees are also incorporated into the program of study. (See the section in this catalog entitled Health and Medical Professions).

Major: In addition to the 64 semester credits in the Core courses required by the University, all students majoring in Biology will complete 27 semester credits in these required courses: BIO 120, BIO 220, BIO 222, BIO 332, BIO 370, BIO 374, and BIO 499. Students pursuing the B.S. will also complete 4 semester credits of Biology Research (BIO 491 and BIO 492. Students pursuing the B.A. may choose Biology Research or a Biology Internship (BIO 495). Biology majors will also complete 28-32 semester credits in these supporting

mathematics and science courses: CHM 131, CHM 132, CHM 241, PHY 221, PHY 222, and MTH 201. Finally, to receive a B.A. in Biology, students will need to complete 4 additional credits in biology courses numbered 300 or higher; and to receive a B.S. in Biology, students will need to complete CHM 242, MTH 203, and at least 12 additional semester credits in Biology courses numbered 300 or higher.

Minor: A minor in Biology requires completion of BIO 120, BIO 220 or BIO 222; CHM 131 and CHM 132; and two (2) additional upper division biology courses. CHM 241 and CHM 242 may be required for some advanced biology courses. MTH 201 is the recommended Math requirement for students pursuing a minor in biology. Students minoring in biology may elect courses within a single category to obtain a more in-depth study of one area or from several categories to obtain a more diverse overview of biology.

General Education Core Requirements		**64 Cr**.

Biology Major Requirements		**30 Cr**.
BIO 120	General Biology	4
BIO 220	General Zoology	4
BIO 222	General Botany	4
BIO 292	Biological Literature & Experiential Methods	2
BIO 332	Genetics	4
BIO 370	Ecology	4
BIO 374	Evolutionary Biology	4
BIO 499	Senior Seminar	1

Four additional credits from the following courses:

BIO 491*	Biology Research I ***	1–3
BIO 492*	Biology Research II ***	1–3
BIO 495	Internship	4

Other Requirements...		**24-32 Cr**.
Minimum of 32 credits from the following courses:		
CHM 131	General Chemistry I	4
CHM 132	General Chemistry II	4
CHM 241	Organic Chemistry I	4
CHM 242*	Organic Chemistry II	4
MTH 201	Elementary Statistics	4
MTH 203*	Calculus I	4
PHY 221	General Physics I	4
PHY 222	General Physics II	4

Biology Electives... 4-12 Cr.

B.A. students must complete four (4) Biology elective credits. B.S. students must complete twelve (12) Biology elective credits. Students in the Pre-Medical B.S. track will complete more than 12 prescribed Biology electives, reflecting medical school admissions requirements.

BIO 330**	Biochemistry	4
BIO 340**	Microbiology	4
BIO 350**	Comparative Chordate Anatomy	4
BIO 352**	Mammalian Physiology	4
BIO 440	Cell and Molecular Biology	4
BIO 442	Developmental Biology	4
BIO 446	Histology	4
BIO 470	Conservation Biology	4

* Required for B.S Degree
** Pre-Medical B.S. track
***May be taken in various combinations to total 4 credits.

Recommended Electives:

Cell/Molecular Biology:	BIO 330, BIO 340, BIO 440, and BIO 442
Organismal Biology:	BIO 350, BIO 352, and BIO 442
Conservation Studies:	BIO 470, ECO 251, and GEO 320
Medical and Health Professions:	BIO 440, BIO 442, and BIO 466

See the designated courses in “Biology Electives” above and the “Health and Medical Professions” section in this catalog for more information.

Biology Minor Requirements		**24 Cr**.
BIO 120	General Biology	4
CHM 131	General Chemistry I	4
CHM 132	General Chemistry II	4
Two (2) Upper-Division (300/400) Biology courses		8
BIO 220	General Zoology	4
Or		
BIO 222	General Botany	

BUSINESS (B.A.)

- Finance and Banking
- Management
- Marketing
- Operations Management

The Business Department seeks to prepare graduates for successful careers and fulfilling lives of service in management, finance and banking, marketing, or operations management.

The Business core required of all majors consists of BUS 155, BUS 220, BUS 225, BUS 300, BUS 322, BUS 330, BUS 340, BUS 380, BUS 410, BUS 450, BUS 495, ECO 251, ECO 252, MTH 101 or higher, and MTH 201. In addition to the core, all business majors must complete one (1) of four (4) emphasis concentrations listed below.

Finance and Banking track emphasis course requirements are BUS 320, BUS 326, BUS 420, BUS 430, and BUS 440.
Management track emphasis course requirements are BUS 320, BUS 324, BUS 326, BUS 413, and BUS 425
Marketing track emphasis course requirements are BUS 344, BUS 415, COM 101, COM 201, and either COM 204 or COM 422
Operations Management track emphasis course requirements are BUS 320, BUS 324, BUS 375, BUS445, and BUS 4126.

Major: The Bachelor’s degree requires completion of a minimum of 124 credits, a cumulative grade point average of 2.00, and a grade of C- or above in all business core, tracks, and required courses in the major.

Minor: A minor in business requires completion of BUS 131, BUS 220, BUS 225, ECO 251 or ECO 252, plus three (3) of the following courses: BUS 300, BUS 320, BUS 322, BUS 326, BUS 410, and BUS 425.

General Education Core Requirements	**64 Cr.**

Business Major Requirements	**54 Cr.**

BUS 155	Computer Applications	3
BUS 220	Principles of Accounting	4
BUS 225	Managerial Accounting	4
BUS 300	Principles of Management	3
BUS 322	Marketing	3
BUS 330	Business Communications	3
BUS 340	International Business	3
BUS 380	Strategic Business Management	3
BUS 410	Business Law	3
BUS 450	Senior Seminar	4
BUS 495	Internship (200 hours)	8
ECO 251	Macroeconomics	3
ECO 252	Microeconomics	3
MTH 101*	General Education Mathematics *	4
MTH 201	Elementary Statistics	4

* May include any mathematics from MTH101 or higher including transfer credits with Algebra

Finance and Banking Requirements		**15 Cr.**
BUS 320	Financial Management	3
BUS 326	Organizational Theory and Behavior	3
BUS 420	Money and Banking	3
BUS 430	Analysis of Financial Statements	3
BUS 440	Insurance/Accounting Systems	3
Management Requirements		**15 Cr.**
BUS 320	Financial Management	3
BUS 324	Production and Operations Management	3
BUS 326	Organizational Theory and Behavior	3
BUS 413	Entrepreneurship and Small Business Management	3
BUS 425	Human Resources Management	3
Marketing Requirements		**14 Cr.**
BUS 344	Consumer Behavior	3
BUS 415	Marketing Cases	3
COM 101	Graphic Core	2
COM 201	Visual Theory	3
One course from the following:		
COM 204	Introduction to Public Relations	3
COM 422	Public Relations Skills	3
Operations Management Requirements		**15 Cr.**
BUS 320	Financial Management	3
BUS 324	Production and Operations Management	3
BUS375	Supply Chain and Logistics Management	3
BUS445	Continuous Improvement in Operations	3
BUS4126	Project Planning	3
Business Minor Requirements		**23 Cr.**
BUS 220	Principles of Accounting	4
BUS 225	Managerial Accounting	4
BUS 131	Introduction to Business	3
One course from the following:		
ECO 251	Macroeconomics	3
ECO 252	Microeconomics	3
Three courses from the following:		
BUS 300	Principles of Management	3
BUS 320	Financial Management	3

BUS 322	Marketing	3
BUS 340	International Business	3
BUS 410	Business Law	3

BUSINESS (B.A.S.)

The Business Department seeks to prepare graduates for successful careers and fulfilling lives of service in Business. The Business core required of all Business majors consists of BUS 220, BUS 225, BUS 300, BUS 322, BUS 326, BUS 330, BUS 340, BUS 380, BUS 410, and ECO 251. In addition to the core, all business administration majors must complete eight (8) semester credits of internship and 52 semester credits of professional electives from the courses listed below totaling 60 Professional Semester Credits.

General Education Core Requirements		**32 Cr.**
Business Major Requirements		**32 Cr.**
BUS 220	Principles of Accounting	4
BUS 225	Managerial Accounting	4
BUS 300	Principles of Management	3
BUS 322	Marketing	3
BUS 326	Organizational Theory and Behavior	3
BUS 330	Business Communications	3
BUS 340	International Business	3
BUS 380	Strategic Business Management	3
BUS 410	Business Law	3
ECO 251	Macroeconomics	3
Professional Electives		**60 Cr.**
BUS 495	Internship (200 hours) (REQUIRED)	8
BUS131	Introduction to Business	3
BUS155	Computer Applications	3
BUS 320	Financial Management	3
BUS 324	Production and Operations Management	3
BUS 326	Organizational Theory and Behavior	3
BUS 344	Consumer Behavior	3
BUS 375	Supply Chain and Logistics Management	3
BUS 413	Entrepreneurship and Small Business Management	3
BUS 415	Marketing Cases	3
BUS 420	Money and Banking	3
BUS 425	Human Resources Management	3
BUS 430	Analysis of Financial Statements	3
BUS 440	Insurance/Accounting Systems	3
BUS 445	Continuous Improvement in Operations	3
BUS 4126	Project Planning	3
COM 101	Graphic Core	2
COM 201	Visual Theory	3
COM 204	Introduction to Public Relations	3
COM 422	Public Relations Skills	3

CHEMISTRY

The chemistry program prepares our students for a wide range of career opportunities in physical and biological science areas as well as for advancement to graduate and professional schools. The courses in the Chemistry Department are offered for Biology and Health Promotion & Exercise Science majors and the

students can graduate with a Chemistry minor. All courses are designed to satisfy standards recommended by the American Chemical Society (ACS) for ACS certification.

Chemistry Minor Requirements		**24 Cr**.
BIO 330	Biochemistry	4
CHM 131	General Chemistry I	4
CHM 132	General Chemistry II	4
CHM 241	Organic Chemistry I	4
CHM 242	Organic Chemistry II	4
CHM 341	Inorganic Chemistry	4

CHURCH PROFESSIONS

Waldorf University prepares its students for professions in the church.

Pre-Seminary Guidelines:
EDU 210; PSY 111 and PSY 232; SPE 111; two semesters of foreign language; and the Religion minor.

COMMUNICATIONS (B.A.)

- Digital Media
- Graphic Design
- Public Relations

There's more than one way to tell a story and more than one way to relay that story to the world. In a culture where millions of people turn daily to the digital realm for news and entertainment, content creators must be able to adapt content for a variety of mediums.

Waldorf's communication bachelor's degree prepares you for this changing landscape by pairing knowledge of the latest technology with a strong foundation in storytelling. You'll learn to create dynamic content by emulating the workflow of today's leading professionals. Communication majors may choose from the following tracks–Digital Media, Graphic Design, and Public Relations. Emphasis will be given to the latest technology as well as historical development.

The Communications core required of all majors consists of COM 101, COM 102, COM 103, COM 104, COM 201, COM 441, COM 442, COM 452, and completion of an internship. In addition to the core, all communication majors must complete one of the three tracks listed below.

Digital Media track emphases are COM 202, COM 203, COM 319, COM 322, COM 401, and COM 434.
Graphic Design track emphases are ART 134; COM 227, COM 301, COM 314, and COM 401.
Public Relations track emphases are COM 202, COM 203, COM 301, COM 401, and COM 422.

** All Digital Media and Public Relations track majors MUST use COM 203 Podcasting as their SPEECH Core Elective.

Major: The Bachelor's degree requires the completion of a minimum of 124 credits, a cumulative grade point average (CGPA) of 2.00, and a grade of C- or above in all Communication core, tracks, and required courses in the major.

Minor: A minor in Communications requires completion of COM101, COM102, COM103, COM104, and COM401, plus three of following courses: COM201, COM301, COM318, COM441, and COM442.

General Education Core Requirements		**64 Cr**.
Communication Major Core Requirement		**30 - 34 Cr**.
COM 101	Graphic Design	3

COM 102	Digital Media	3
COM 103	Mass Communications and Society	3
COM 104	Introduction to Public Relations and Journalism	3
COM 201	Visual Theory	3
COM 395A	Communications Internship	4
OR COM 395	Communications Internship	8
COM 441	Mass Media Law	4
COM 442	Media Literacy	3
COM 452	Senior Capstone	4

Digital Media Track		**22 Cr.**
COM 202	Visual Storytelling	3
COM 203†	Podcasting (May be used as Speech Requirement)	3
COM 319	Short Film / Documentary	4
COM 322	Multimedia Journalism	4
COM 401	Web Design	4
COM 434	Advanced Media	4

Graphic Design Track		**20 Cr.**
ART 134	Design	3
COM 227	Fundamentals of Typography	3
COM 301	Publication Design	3
COM 314	Graphic Design History	3
COM 401	Web Design	4
COM 432	Photography	4

Public Relations Track		**16 Cr.**
COM 202	Visual Storytelling	3
COM 203	Podcasting (Used as Speech Requirement)	3
COM 301	Publication Design	3
COM 401	Web Design	4
COM 422	Public Relations Skills	3

Communications Minor Requirement		**22-23 Cr.**
COM 101	Graphic Design	3
COM 102	Digital Technology	3
COM 103	Mass Communications and Society	3
COM 104	Introduction to Public Relations and Journalism	3
COM 401	Web Design	4

Two course from the following:

COM 201	Visual Theory	3
COM 203	Podcasting	3
COM 301	Publication Design	3
COM 441	Mass Media Law	4

COMPUTER INFORMATION SYSTEMS

The Waldorf University Computer Information Systems (CIS) Department allows students to develop experience with the latest software, hardware, methods, and e-business concepts in the CIS field.

CREATIVE WRITING

The Waldorf University Creative Writing Program provides a challenging, engaging, and deeply personal learning experience that is grounded in the artistic expression of the human condition. Students explore at least three genres of writing and develop their craft in techniques courses and upper-level writers 'workshops. They form strong relationships with their peers in seminar-style classes, and they work with faculty who are both excellent teachers and practicing writers.

The Waldorf University Creative Writing Program develops excellent writers and strong critical readers. Majors and minors explore the diverse possibilities of contemporary literature across a number of genres, increase their toolkit of writing techniques, and begin to acquire and polish a voice, process, and subject matter of their own. Further, they read and engage a broadly diverse selection of authors, using the vocabulary of craft to analyze works of literature and significantly deepen their love of the written word.

The Waldorf University Creative Writing Program rigorously prepares students for graduate school in disciplines such as writing, literature, composition, divinity, law, and library sciences. Students are encouraged to explore other vocational interests as well, melding their love of writing with possible careers in secondary education, technical writing, journalism, or medicine. Waldorf University's Creative Writing graduates have successfully entered the nonprofit and business worlds, where they are prized for their ability to think critically and creatively. Increasingly, employers look for workers who can communicate effectively, placing added value on a creative writing degree. Through the completion of this program, students will gain critical perspectives, skills, and experiences related to the craft of writing that allow them to inform and improve the communities in which they live, work, and serve.

B.A. Creative Writing Program Learning Outcomes: PLO

1.A. In written work, use precise language.
PLO 1.B. In written work, use metaphoric language.
PLO 1.C. Effectively use appropriate form or structure (e.g., narrative, poetic or dramatic).
PLO 1.D. Effectively use appropriate and/or relevant POV/voice.
PLO 2.A. Effectively use unique perspectives, voices, or POV in their written work.
PLO 2.B. Demonstrate the ability to write texts (e.g., narrative, poetic, or dramatic) using a variety of different genres/forms.
PLO 3.A. Demonstrate the ability to understand the difference between revision and editing.
PLO 3.B. Use a revision process for their own written texts that leads to stronger texts.
PLO 4.A. Demonstrate the ability to provide quality feedback (analyze and critique) on written texts by other students.
PLO 4.B. Demonstrate the ability to provide quality feedback (analyze and critique) on their own written texts.
PLO 5.A. Demonstrate knowledge of vocabulary, breadth, and conversation of contemporary literature. PLO 5.B. Identify techniques and conventions in contemporary writing.

General Education Core Requirements		**64 Cr.**
Creative Writing Major Requirements		**40 Cr.**
CWR 201	Introduction to Creative Writing	3
ENG 240	Essentials of Literary Analysis	1
ENG 250	Exploration in Literature	3
Three courses from the following:		
CWR/COM 360	Techniques of Screenwriting	3
CWR 370	Techniques of Creative Nonfiction	3
CWR 375	Techniques of Poetry	3
CWR 380	Techniques of Fiction	3
CWR/THR 385	Playwriting	3

CWR 390	Special Topics in Creative Writing	3

Two courses from the following:

CWR/COM 460	Advanced Writing Workshop – Screenwriting	3
CWR 470	Advanced Writing Workshop – Creative Nonfiction	3
CWR 475	Advanced Writing Workshop–Poetry	3
CWR 480	Advanced Writing Workshop–Fiction	3

Three 205+ English courses electives 9

One additional 205+ course in Communications, Creative Writing, English, or a related field (with consent) 3

Capstone Experience (5-6 credits, with at least 3 credits from Senior Thesis):

CWR 499	Senior Thesis (Mandatory)	3+
CWR 490A	Literary Editing	1
CWR 495	Creative Writing Internship	3+

Creative Writing Minor Requirements **21 Cr.**

CWR 201	Introduction to Creative Writing	3

Two courses from the following:

CWR 360 / COM 360	Techniques of Screenwriting	3
CWR 370	Techniques of Creative Nonfiction	3
CWR 375	Techniques of Poetry	3
CWR 380	Techniques of Fiction	3
CWR/THR 385	Playwriting	3
CWR 390	Special Topics in Creative Writing	3

One course from the following:

CWR/COM 460	Advanced Writing Workshop – Screenwriting	3
CWR 470	Advanced Writing Workshop – Creative Nonfiction	3
CWR 475	Advanced Writing Workshop–Poetry	3
CWR 480	Advanced Writing Workshop–Fiction	3

Two 205+ English course electives 6

One additional elective at the 205+ level in Creative Writing, English, Communications, or a related field (with consent) 3

Creative Writing Certificate Requirements **15 Cr.**

Offered residentially, the Waldorf University Creative Writing Certificate Program provides a challenging, engaging, and deeply personal learning experience that is grounded in the artistic expression of the human condition, albeit on a smaller and more focused scale than the full Creative Writing major or minor. Students are introduced to at least three (3) genres of writing before moving on to develop their craft in genre-specific techniques courses and then working toward the completion of a substantial creative project during the final capstone course. Through this curriculum, students will become stronger writers and more critical readers, as they explore the diverse possibilities and perspectives of contemporary literature across a number of genres, increase their toolkit of writing techniques, and begin to acquire and polish a voice, process, and subject matter of their own.

Additionally, by forming relationships with their peers in seminar-style classes and working with faculty mentors, who are both excellent teachers and practicing writers, students will learn the value of writing communities.

Through the completion of this certificate program, students will not only hone their craft and work to produce writing that is ready for publication, but they will also gain critical perspectives, skills, and experiences related to the craft of writing that allow them to inform and improve the communities in which they live, work, and serve.

Creative Writing Certificate Program Learning Outcomes:
PLO 1. Effectively use appropriate form or structure (e.g. narrative, poetic, or dramatic).
PLO 2. Effectively use unique perspectives, voices, or POV in their written work.
PLO 3. Demonstrate the ability to provide quality feedback (analyze and critique) on written texts by other students.

Students must complete all of the following courses:

Creative Writing Certificate		15 cr.
CWR 201 / CWR 2010	Introduction to Creative Writing	3
CWR 370 / CWR 3700	Techniques of Creative Nonfiction	3
CWR 375 / CWR 3750	Techniques of Poetry	3
CWR 380 / CWR 3800	Techniques of Fiction	3
CWR 499	Senior Thesis	3
OR		
CWR 4990	Creative Writing Capstone	3

CRIMINAL JUSTICE

The Bachelor of Science (B.S.) Degree in Criminal Justice offered at Waldorf University is designed to provide students with a strong knowledge base in the three primary areas of the criminal justice system: law enforcement, courts, and corrections—the essential core curriculum to establish a well-rounded foundation within the criminal justice field. Upon completion, students will have a knowledge base in criminal justice which includes major historical trends, fundamental institutions, as well as theoretical and ethical perspectives to prepare them for either a career in the field or to further their education. As criminal justice is an ever-changing and exciting area of study, students select four classes from electives in areas such as juvenile justice, probation, community corrections, or advanced criminology in order to attain a current well-rounded immersion in criminal justice.

The Bachelor of Applied Science (B.A.S.) degree is designed for a student who wants to have a more in-depth background in the criminal justice field or wants to combine fields of study with the criminal justice program for a specific career focus. Examples include cybersecurity, emergency management, fire science, and homeland security. In addition to the university's general education core (47 cr.), the degree requires 29 credits in specific criminal justice courses and 36 credits of the students choosing in criminal justice or one of the other programs.

The Associate of Arts (A.A.) in Criminal Justice is a career field that includes police, courts, corrections, social services and private sector safety and security positions. That A.A. in Criminal Justice provides the students with the necessary knowledge for positions within the career fields.

The Certificate in Criminal Justice provides the student with the basic understanding of the criminal justice field including the court system, corrections, law enforcement and an understanding of why people commit crimes or delinquent behaviors.

Students in the Waldorf University Criminal Justice Program will be able to analyze issues related to the criminal justice system using critical thinking, ethical decision-making, and the scientific method. The Waldorf University Criminal Justice Program provides students with the general education, discipline-specific information, and technical knowledge required to succeed in the criminal justice

workplace following graduation or to pursue a graduate education. Students will understand theoretical frameworks in the context of individual and social behavior, their relationships to crime and justice, and the interactions among individuals and social systems.

Those who enter the job market upon graduation could pursue careers as probation/parole officers, case managers, correctional officers, police officers, investigators, conservation officers, loss prevention specialists, or juvenile court advocates among many other career paths. Criminal justice is a multidisciplinary field so Waldorf students can complement their criminal justice education with classes from other programs such as biology, chemistry, psychology, and business

To round out their Bachelor's experience at Waldorf University, in their senior year students take a required Senior Seminar course, which covers a variety of topics, such as contemporary issues in criminal justice, and students apply what they have learned in previous courses to real-world scenarios and current issues. An internship enhances the depth of the learning experience by providing the student with opportunities to observe and participate in fieldwork in their chosen area of criminal justice. Students who wish to pursue a graduate education may waive the internship and instead choose three (3) additional 300/400 level criminal justice electives.

Major: In addition to the criminal justice core the major requires completion of PSY 111, SOC 221, and a MTH 201 as prerequisites (each with a passing grade of C- or better) as well as the choice of four additional criminal justice electives and one complementary supporting course.

Criminal Justice Minor: A minor in Criminal Justice requires completion of 21 credits including CRJ120, CRJ220, CRJ230, CRJ240, and the choice of three (3) additional CRJ electives.

Criminology Minor: A minor in Criminology is offered for Non-Criminal Justice majors wishing to explore the nature and causes of criminal behavior, along with the control and consequences of such behavior. A minor in Criminology requires the completion of 21 credits including CRJ 120, CRJ 250, SOC 221, CRJ 375*, and any three of the following: CRJ 305, CRJ 320, CRJ 345, CRJ 365, or any CRJ 490C.
*PSY 360 Introductory Research Methods may substitute for CRJ 375 Basic Research Skills for Criminal Justice with written permissions from the Departmental Chairs.

Double Major: Criminal justice is an interdisciplinary program, and many students choose to double major in related fields in the social and behavioral sciences (e.g., psychology, history, political science). Students who wish to double major must complete the required courses for both majors with 15 credits in each major not being applied to the other major.

For students interested in preparing for law school, Waldorf University offers a pre-law track to be taken in conjunction with any academic major, although students are advised to major in one of the emphasized areas including criminal justice. Students wishing to complete the program must choose a departmental major and work with their advisor to incorporate the requirements of the program into that department's curriculum (See Pre-Law for more information).

Bachelor of Science (B.S.) *124 Cr.*

Reminder of pre-requisite Core Courses Needed for CRJ Core::

MTH 201	Elementary Statistic	4
PSY 111	General Psychology	3
SOC 221	Introduction to Sociology	3

General Education Core Requirements ....64 Cr.

Criminal Justice Major Requirement		**60 Cr.**
CRJ 100	Orientation to Criminal Justice	1
CRJ 120	Introduction to Criminal Justice	3
CRJ 220	Theory and Practice of Corrections	3
CRJ 230	Judicial Process	3
CRJ 240	Introduction to Law Enforcement	3
CRJ250	Criminology	3
CRJ 375*	Basic Research Skills for Criminal Justice	3
CRJ 400A	Ethics in Criminal Justice	3
CRJ 430	Senior Seminar	3

Select 9 Credits from the Following:

CRJ 300	Mental Health & Crime	3
CRJ 495	Criminal Justice Internship	3-9 cr.
CRJ	Professional Electives	3-9 cr.

Criminal Justice Electives……..12 cr.
Choose four of the Following:

CRJ 260	Management & Supervision for CJ	3
CRJ 305	Victimology	3
CRJ 320	Juvenile Justice & Delinquency	3
CRJ 345	Violence in America	3
CRJ 360	Criminal Law	3
CRJ 365	Serial Killers & Cults	3
CRJ 370	Criminal Investigations	3
CRJ 395	Constitutional Law	3
CRJ 420	Probation & Community Corrections	3
CRJ 435	Leadership in Criminal Justice	3
CRJ 475	Terrorism & Criminal Justice Responses	3
CRJ 490C	Special Topics: Criminology	3
CRJ 490CJ	Special Topics: Criminal Justice	3
CRJ 490JJ	Special Topics: Juvenile Justice	3

Or any Cybersecurity, Emergency Management, Fire Science or Occupational Safety courses

Electives……11 cr.

BIO 125	Introduction to Environmental Science	3
CHM 121	Chemistry in Society	3
POL 112	American Government	3
POL 410	American Law	3
PSY 322	Psychological Disorders	3
SOC 222	Social Problems	3
Additional credits needed in any subject		8

Bachelor of Applied Science (B.A.S.) 124 Cr.

General Education Core Requirements……47 Cr.

Criminal Justice Major Requirements 29 Cr.

CRJ 100	Orientation to Criminal Justice	1
CRJ 120	Introduction to Criminal Justice	3
CRJ 220	Theory and Practice of Corrections	3
CRJ 230	Judicial Process	3
CRJ 240	Introduction to Law Enforcement	3
CRJ 250	Criminology	3
CRJ 300	Mental Health and Crime	3
CRJ 375	Basic Research Skills for Criminal Justice	3
CRJ 400A	Diversity and Ethics in Criminal Justice	3
CRJ 430	Senior Seminar	3

Electives	36 Cr.
Additional credits needed in any subject	12 Cr.

Associate of Arts (A.A.) *64 Cr.*

General Education Core Requirements……47 Cr.

Criminal Justice Major Requirements		17 Cr.
CRJ 100	Orientation to Criminal Justice	1
CRJ 120	Introduction to Criminal Justice	3
CRJ 220	Theory and Practice of Corrections	3
CRJ 230	Judicial Process	3
CRJ 240	Introduction to Law Enforcement	3
CRJ 250	Criminology	3
PED 250	First Aid/CPR/AED	1

Criminal Justice Minor Requirements 21 Cr.

CRJ 120	Introduction to Criminal Justice	3
CRJ 220	Theory and Practice of Corrections	3
CRJ 230	Judicial Process	3
CRJ 240	Introduction to Law Enforcement	3
CRJ Electives		9

Criminal Justice Minor Requirements 21 Cr.

CRJ 120	Introduction to Criminal Justice	3
CRJ 220	Theory and Practice of Corrections	3
CRJ 230	Judicial Process	3
CRJ 240	Introduction to Law Enforcement	3
CRJ Electives		9

Criminology Minor Requirements 21 Cr.

CRJ 120	Introduction to Criminal Justice	3
CRJ 250	Criminology	3
SOC 221	Introduction to Sociology	3
CRJ 375*	Basic Research Skills for Criminal Justice	3
Any three of the following:		
CRJ 305	Victimology	3
CRJ 320	Juvenile Justice and Delinquency	3
CRJ 345	Violence in America	3

CRJ 365	Serial Killers & Cults	3
CRJ 490C	Any CRJ 490C Special Topics	3

*PSY 360 Introductory Research Methods may substitute for CRJ 375 Basic Research Skills for Criminal Justice .

Certificates *15 Cr.*

Criminal Justice ……15

CRJ 120	Introduction to Criminal Justice	3
CRJ 220	Theory and Practice of Corrections	3
CRJ 230	Judicial Process	3
CRJ 240	Introduction to Law Enforcement	3
CRJ 250	Criminology	3

Corrections……. ……15

CRJ 220	Theory and Practice of Corrections	3
CRJ 300	Mental Health and Crime	3
CRJ 320	Juvenile Justice	3
CRJ 400A	Diversity and Ethics	3
CRJ 420	Probation and Community Corrections	3

Criminology……15

CRJ 250	Criminology	3
CRJ 300	Mental Health and Crime	3
CRJ 305	Victimology	3
CRJ 320	Juvenile Justice	3
CRJ 345	Violence in America	3

Criminal Investigations……15

CRJ 240	Introduction to Law Enforcement	3
CRJ 360	Criminal Law	3
CRJ 370	Criminal Investigations	3
CRJ 475	Terrorism and the Criminal Justice Response	3

Pick one of the following:

CRJ 365	Serial Killers and Cults	3
CRJ 490C	Special Topics in Criminal Justice	3

ECONOMICS

Courses in economics generally serve to round out a business curriculum. Economics courses should also be given strong consideration in programs emphasizing political, behavioral, and social sciences.

EDUCATION

The mission of the Waldorf University Education Department is “to prepare engaging teachers to serve a diverse community of learners.” Through Waldorf’s Teacher Preparation Program, students experience exemplary learning opportunities both on campus and in area K–12 school districts.

Additionally, Waldorf Teacher Education students learn to assume roles as leaders, advocates, change agents, and servants within the professional setting and the community.

The Waldorf University Educator Preparation Program is accredited by the State of Iowa Board of Education.

Education Department Goals

The Waldorf University Education Program has adopted InTASC (Interstate New Teacher Assessment and Support Consortium) Standards as its Education Department Goals. The Education Program also endeavors to incorporate The Council for Exceptional Children (CEC) mission to improve through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families. Graduates of Waldorf University's Teacher Education Program will demonstrate the following:

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Program Progression

A program progression flowchart has been developed to provide students with a visual guide of the progression process through the Teacher Education Program. A copy of the flowchart can be found on the Education Department's webpage or in the Program Student Handbook.

Clinical Experience

Pre-student teaching clinical experiences are an important part of Waldorf University's Teacher Preparation Program as they provide opportunities for prospective teachers to enter educational settings to observe students and to practice teaching techniques in limited ways. Because students will have required out-of-town placements, they must be able to make provisions for transportation to these clinical experiences.

Education Fees

Student Teaching Fee.....$400
Additional Out of Area Student Teaching Fee
(placement outside of a 40-mile radius of Forest City, IA) $350

Licensure Approval

If a student has met all of the residential Bachelor of Science Core Curriculum requirements and all of the Teacher Education Program requirements, the student will be recommended for an initial Iowa teaching license by the Waldorf University Licensure Officer.

Licensing or certification of teachers is a function of each state, and students who are contemplating teaching in a state other than Iowa will need to apply for licensure in that specific state. Resources for licensure information in other states will be provided by the Waldorf University Education Department and are posted on the Education Department's webpage.

In an era of increasing academic accountability, the Iowa Department of Education, Waldorf University, and the Teacher Education Program requirements may change after the catalog has been printed. It is essential that students work with their Education Department Advisors so that they are compliant with any new requirements.

Admission into the Teacher Education Program

The following is a summary of the requirements for admission into the Teacher Education Program. (Applications are usually submitted the first semester of the sophomore year.)

1. Taken or enrolled in Psychology 144 Human Growth and Development and one other education course.
2. Cumulative grade point average is 2.50 or higher in all Education Core and Endorsement courses taken at Waldorf University.
3. Completed English 121 or English 106 with a minimum grade of C.
4. Completed Mathematics 101 or higher with a minimum grade of C-.
5. Completed Education 201 with a minimum grade of C- and Education 202 with a Pass grade.
6. Satisfactory completion of 10 hours of clinical experience with satisfactory evaluations.

7. Satisfactory Progress Evaluations: any “plan of action” for a rating of 1 has been completed.
8. Completed at least 12.5 hours of community service.
9. Application materials completed and turned in to the Education Department.

Approval for Student Teaching

The following is a summary of the requirements for approval for student teaching:

1. Admitted to, and retention in, the Teacher Education Program.
2. Application materials completed and turned in to the Education Department.
3. Resume, educational autobiography, philosophy of education statement, 2-3 lesson plans, and other exceptional work uploaded to Blackboard.
4. Completion of the two-state-approved Mandatory Reporting of Abuse training (child and adult).
5. Satisfactory clinical experience evaluations.
6. Satisfactory Progress Evaluations: any “plan of action” for a rating of 1 has been completed.
7. Maintaining a 2.50 cumulative grade point average in all Education Core and Endorsement courses taken at Waldorf University.
8. Received a grade of B- or above in all methods courses and a grade of C- or above in all other Education and Endorsement courses.
9. Completion of methods courses and a majority (3/4) of your endorsement area; there can be no D’s, F’s, or incomplete grades for Education and Endorsement courses.
10. Physical and mental health, and character and interpersonal relationship skills deemed acceptable for the student teaching.
11. Making satisfactory progress toward completing the required community service hours.

Programs of Study

Elementary Education

K-6 Elementary Education Major (Endorsement 102)

This major will lead to a Bachelor of Science degree and will prepare the candidate for licensure as a K-6 classroom teacher. Students must also complete one additional endorsement from the list of approved K-8 endorsements listed in this section. The completion of a K-8 endorsement prepares students to teach in a K-8 classroom that is specific to the content of the endorsement. (For example, students completing the K-8 Music endorsement could teach elementary and middle school music.)

The following courses are required for a State of Iowa teaching license. All methods courses and student teaching courses, as well as EDU 400, EDU 411, EDU 430, and EDU 440, must be taken at Waldorf University.

Elementary Professional Education Core Courses (A grade of “C- or above” must be earned in all Education and Content courses and a grade of “B- or above” in all Methods courses.)

PSY 144	Human Growth and Development	3
EDU 201	Introduction to Teaching	3
EDU 202	Introduction to Teaching Clinical	0
EDU 230	Educational Media & Computers	1
EDU 240	Educational Psychology	3

EDU 253	Literature for Children	3
EDU 330	Language Development/Teaching Reading and Language Arts	4
EDU 340	Methods of Teaching Math/Science in K–8	4
EDU 350	Methods of Teaching Movement/Music/Art/Drama in K–8	4
EDU 360	Methods of Teaching Reading/Social Studies/Language Arts in K–8	4
EDU 400	Ethics and Religious Diversity in Public & Private Education	3
EDU 407	Grades Kindergarten–3 Student Teaching	6
EDU 409	Grades 3–8 Student Teaching	6
EDU 411	Multicultural Practicum	2
EDU 430	Capstone	1
EDU 440	Assessment & Goal Setting	3
EDU 460	Developing Classroom Community - Elementary	2
SPED 220	Exceptional Learners	3
SPED 335A	Inclusive Reading Pre-Student Teaching	2
SPED 390A	Diagnostic and Remedial Reading	4
SPED 392	Math Strategies	2

History Licensure Requirement (Minimum Grade of C-):

HIS 171 Contemporary World ……. 3
HIS 201/202 U.S. History ……. 3

Mathematics Licensure Requirement (Minimum Grade of C-):

MTH 101 General Education Mathematics …….....4
MTH 102+ Mathematics Elective ……4-5

Science Licensure Requirement (Minimum Grade of C-):

PHY 151 Physical Science…….…….…. 4
BIO 100+ Biology Elective……..3-4

K-8 Endorsements

Students will need to complete all of the Elementary Professional Education Core courses listed above along with the required content-specific courses outlined in the chosen endorsement area(s).

K-8 Reading (Endorsement 148)

ENG 106/121	Composition	3
EDU 240	Educational Psychology	3
EDU 253	Literature for Children	4
EDU 330	Language Development/Teaching Reading & Language Arts	4
EDUI 332	Methods of Teaching Literacy in Grades K-8.	3
EDU 440	Assessment & Goal Setting	3
EDU 442	Methods of Teaching Social Studies in Grades K-8	2
SPE 111	Essentials of Public Speaking	3
SPED 335A	Inclusive Reading Pre-Student Teaching	2
SPED 390A	Diagnostic & Remedial Reading	4

K-8 Instructional Strategist I (Endorsement 260)

SPED 220	Exceptional Learners	3
SPED 321	Special Education Clinical Experience	1
SPED 335A	Inclusive Reading Pre-Student Teaching	2
SPED 365	Methods and Materials in Special Education	3
SPED 390A	Diagnostic and Remedial Reading	4
SPED 392	Math Strategies	2
SPED 408*	Student Teaching Students with Mild & Moderate Disabilities	4-6
SPED 441	Assessment in Special Education	3
SPED 450	Child, Family & Community Relations	3
SPED 461	Behavior & Social Interaction in the Special Education Students	3

Licensed teachers adding the K-8 Instructional Strategist I endorsement would complete SPED 410 Special Education Clinical Experience II (3 credits.) instead of SPED 408.

K–8 Elementary Math (Endorsement 142)

EDU 348	Computer Science for Educators	3
MTH 101	General Education Mathmatics	4
MTH 103	College Algebra & Trigonometry	5
MTH 201	Elementary Statistics	4

Complete two of the following courses:

MTH 102	Liberal Arts Mathematics	4
MTH 110	Quantitative Methods	4
MTH 203	Calculus I	4
MTH 204	Calculus II	4

K–8 Grade Music (Endorsement 144)

MUS 101	Theory I	3
MUS 102	Theory II	3
MUS 103	Aural Skills I	1
MUS 104	Aural Skills II	1
MUS 215	Conductor's Workshop I	2
MUS 300	World Music	3
MUS 301	Music History: Medieval & Renaissance	3
MUS 315	Conductor's Workshop II	2
MSA XXX	Music Applied Lessons	7-14
MUE 341	Methods of General Music in the Public Schools K-12 and Assessment	4
MUE 441	Methods of Performance Ensembles in the Schools and Assessment	3
EDU 406	Elementary Music Student Teaching	6

Complete one of the following courses:

MUS 302	Music History: Baroque & Classical	3
MUS 318	Music History: Romantic & Contemporary	3

NOTE: *All K-6 Elementary Education students completing this endorsement must pass the Piano Proficiency Exam and participate in an Ensemble every semester (except for when student teaching). Enrollment in MSA*

115, 116, 215, and 216, Piano Skills I-IV, is strongly advised to assist in preparation for the Piano Proficiency Exam.

K–8 English/Language Arts (Endorsement 119)

EDU 253	Literature for Children	3
EDU 330	Language Development/Teaching Reading and Language Arts	4
EDU 360	Methods of Teaching Reading/Social Studies/Language Arts in K-8	4
ENG 121/106	Composition II / Honors Composition I	3
ENG 107/250	Honors Composition II / Explorations of Literature	3
SPE 111	Essentials of Public Speaking	3
SPED 390A	Diagnostic & Remedial Reading	4
Complete one of the following courses:		
THR 132	Acting I	3
THR 200	Creative Dramatics	3
Complete one of the following courses:		
ENG 341 OR ENG 343	American Literature to 1865 Literature of the American Frontier	3
ENG 323 OR ENG 415	American Literature 1865-Present Special Topics (course content must be an American literature topic)	3

K–8 Social Studies (Endorsement 164)

PSY 144	Human Growth & Development	3
EDU 240	Educational Psychology	3
EDU 360	Methods of Teaching Reading/Social Studies/Language Arts in K-8	4
HIS 171	Contemporary World	2
Complete one of the following courses:		
HIS 201	U.S. History to 1877	3
HIS 302	U.S. History Since 1877	3
Complete one of the following courses:		
HIS 110	Ancient World	3
HIS 120	Medieval World	3
HIS 161	Modern World	3
HIS 230	Local History	3
HIS 300*	Midwestern United States	3
HIS 310	Ancient Greece	3
HIS 320	Roman Republic and Empire	3
HIS 327	Medieval England	3
HIS 328	Tudor England	3
HIS 329	British Empire	3
HIS 335	Medieval Europe	3
HIS 336	Introduction to the Muslim World	3
HIS 340	Modern Germany	3
HIS 345	Early Modern Europe	3
HIS 355	Modern Africa	3
HIS 360	Modern Latin America	3
HIS 405	Colonial and Revolutionary America	3
HIS 417	American Civil War	3

HIS 418*	Modern American Presidency	3
HIS 420	Contemporary America	3
HIS 450	The History of Warfare	3
HIS 460	The Great War	3
HIS 461	American Women's History	3
HIS 462*	FDR: Depression and War	3
HIS 463	African American History	3
HIS 464	American Environmental History	3
HIS 465	World War II	3
HIS 467*	U.S. Foreign Policy	3
HIS 468	The World Wars	3
HIS 470	The Vietnam War	3

Complete three courses from at least two content areas:

Economics:

ECO 251	Macroeconomics	3
ECO 252	Microeconomics	3

Geography:

GEO 201	World Geography	3
GEO 300*	Midwestern United States	3
GEO/POL 320	Modern Global Issues	3

Political Science:

POL 112	American Government	3
POL 210	Political Parties and Elections	3
POL 330	Comparative Government	3
POL 410	American Law	3
POL 418*	Modern American Presidency	3
POL 462*	FDR: Depression and War	3
POL 467*	U.S. Foreign Policy	3

Sociology:

SOC 221	Introduction to Sociology	3
SOC 220	Social Problems	3

*** Courses with an asterisk are cross-listed as either a History course and a Political Science course or a History course and a Geography course and may only be used to fulfill one requirement area.**

In addition to completing the K-8 Instructional Strategist I: Mild & Moderate endorsement, Elementary Education majors can choose to also complete the 5-12 Instructional Strategist I: Mild & Moderate endorsement.

5-12 Instructional Strategist I: Mild & Moderate (Endorsement 261)

EDU 330	Language Development/Teaching Reading and Language Arts	4
SPED 220	Exceptional Learners	3
SPED 321	Special Education Clinical Experience	1
SPED 365	Methods and Materials in Special Education	3
SPED 390A	Diagnostic and Remedial Reading	4
SPED 392	Math Strategies	2
SPED 422	5–12 Student Teaching – Students with Mild and Moderate Disabilities	2-6
SPED 441	Assessment in Special Education	3
SPED 450	Child, Family & Community Relations	3
SPED 455	Transitional Collaboration	2

SPED 461	Behavior & Social Interaction in the Special Education Student	3

K-12 Coaching Authorization or Coaching Endorsement 101

K-6 Elementary Education majors can choose to complete a coaching authorization or coaching endorsement by taking the following courses. No methods courses or student teaching courses are required for the coaching endorsement. *(An authorization may be obtained without a degree; an endorsement will be listed on the teaching license.)*

PSY 144	Human Growth and Development	3
PED 251	Theory/Psychology/Ethics of Coaching	2
PED 271	Coaching Anatomy	1
Or BIO 155	Basic Human Anatomy and Physiology	4
PED 272	Treatment of Athletic Injuries	2

Students completing a coaching authorization or coaching endorsement must also take the approved concussion training course, **Concussion in Sports**, at the NFHS Learning Center site and will need to provide a copy of their certificate of completion for concussion training to the Education Department. Students will also need to provide a copy of their current CPR certificate to the Education Department. Completion of the coaching requirements allows students to become a licensed athletic coach.

Concentrations:

K-6 Elementary Education majors can choose to complete one of the following concentrations. The completion of a concentration provides the background in a content area, but it does not lead to licensure. A student may find that completing a concentration may be useful later in their career if they decide to complete the requirements for the related endorsement.

Art Concentration

ART 134	Design	3
HUM 120	Artistic Expression	3
Complete two of the following courses:		
ART 121	Drawing I	3
ART 221	Drawing II	3
ART 223	Painting I	3
ART 323	Painting II	3
ART 421	Drawing III	3
ART 423	Painting III	3

Mathematics Concentration

MTH 110	Quantitative Methods	4
MTH 201	Elementary Statistics	4
Complete one of the following courses:		
MTH 101	General Education Mathematics	4
MTH 102	Liberal Arts Mathematics	4
MTH 103	College Algebra & Trigonometry	5
MTH 203	Calculus I	4

Music Concentration

MUS 101	Theory I	3
MUS 103	Aural Skills I	1
MUS 215	Conductor's Workshop I	2
MUS 318	Music History: Romantic & Contemporary	3
MSA XXX	Applied Lessons	1-4

Science Concentration

PSY 151	Physical Science	4
	Additional Lab Science Course*	4

***cannot be one of the courses listed below**

Complete one of the following courses:

BIO 105	Principles of Biology	4
BIO 120	General Biology	4
BIO 125	Introduction to Environmental Science	4

Spanish Concentration

Complete at least 12 credits from the following courses:

SPN 101	Elementary Spanish I	4
SPN 102	Elementary Spanish II	4
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 203	Intermediate Spanish Conversation I	3
SPN 204	Intermediate Spanish Conversation II	3

Special Education Concentration

SPED 220	Exceptional Learners	3
SPED 321	Special Education Clinical Experience	1
SPED 365	Methods & Materials in Special Education	3
SPED 450	Child, Family & Community Relations	3

Complete one of the following courses:

SPED 441	Assessment in Special Education	3
SPED 461	Behavior Management in Special Education	3

Theatre Concentration

THR 280/380/480	Theatre Practica (4)	1
THR 131	Introduction to Theatre	3
THR 132	Acting I	3
THR 200	Creative Dramatics	3

Complete one of the following courses:

THR 140	Introduction to Stagecraft	3
THR 146	Introduction to Theatrical Design	3

Secondary Education

5-12 Secondary Education Major

This major will lead to a Bachelor of Science degree and will prepare the candidate for licensure as a 5-12 classroom teacher in a specific content area. Students must complete one of the state-approved 5-12 endorsements listed in this section. The 5-12 Health endorsement, the 5-12 Instructional Strategist I endorsement, and the 5-12 Reading endorsement require students to also complete one additional 5-12 endorsement.

The following courses are required for an Iowa teaching license. Secondary Education majors will need to complete courses included in the Secondary Professional Education Core along with the required content-specific courses of their chosen endorsement area(s). All methods courses and student teaching courses, as well as EDU 400, EDU 411, EDU 430, and EDU 440, must be taken at Waldorf University.

Secondary Professional Education Core Courses (A grade of C- or above must be earned in all education and content courses and a grade of B- or above in all methods courses.)

PSY 144	Human Growth & Development	3
EDU 201	Introduction to Teaching	3
EDU 202	Introduction to Teaching Clinical	0
SPED 220	Exceptional Learners	3
EDU 230	Educational Media & Computers	1
EDU 240	Educational Psychology	3
EDU 370	Secondary Teaching Methods	3
EDU 371	Pre-Student Teaching Clinical Experience for Secondary	1
EDU 395	Content Area Reading Method	3
EDU 400	Ethics and Religious Diversity in Public and Private Schools	3
EDU 411	Multicultural Practicum	2
EDU 430	Capstone	1
EDU 440	Assessment & Goal Setting	3
EDU 465	Developing Classroom Community – Secondary	3
	Secondary content area teaching methods course & clinical experience in chosen area*	4
	Secondary content area student teaching courses in a chosen endorsement area^	12

***(Biology: EDU 382/383; Business: EDU 345/346; English: EDU 385/386; All Social Sciences: EDU 380/381; American Government: EDU 380/381; American History: EDU 380/381; World History: EDU 380/381; Mathematics: EDU 398/399; Speech Communication/Theatre: EDU 375/376; Health: PED 345/346; Instructional Strategist I: SPED 365/321)**

^(Biology: EDU 412/416; Business: EDU 475/476; English: EDU 415/417; All Social Sciences: EDU 410/414; American Government: EDU 410/414; American History: EDU 410/414; World History: EDU 410/414; Mathematics: EDU 470/471; Speech Communication/Theatre: EDU 420/423; Health: EDU 482; Instructional Strategist I: SPED 422)

5-12 Endorsements:

Students will need to complete all the Secondary Professional Education Core courses listed above along with the required content specific courses outlined in the chosen endorsement area(s).

5-12 Biology (Endorsement 151)

BIO 120	General Biology	4
BIO 220	General Zoology	4
BIO 222	General Botany	4
BIO 300+	Elective	4
BIO 332	Genetics	4
BIO 370	Ecology	4
BIO 374	Evolutionary Biology	4
BIO 493	Special Problems	3
CHM 131	General Chemistry I	4
CHM 132	General Chemistry II	4
CHM 241	Organic Chemistry I	4
MTH 201	Elementary Statistics	4

5-12 Biology & 5-12 Chemistry (Endorsements 151 & 152)

BIO 120	General Biology	4
BIO 220	General Zoology	4
BIO 222	General Botany	4
BIO 300+	Elective	4
BIO 332	Genetics	4
BIO 370	Ecology	4
BIO 374	Evolutionary Biology	4
BIO 493	Special Problems	3
CHM 131	General Chemistry I	4
CHM 132	General Chemistry II	4
CHM 241	Organic Chemistry I	4
MTH 201	Elementary Statistics	4

5-12 Business (Endorsement 1171)

BUS 155	Computer Applications	3
BUS 220	Principles of Accounting	4
BUS 225	Managerial Accounting	4
BUS 300	Principles of Management	3
BUS 322	Marketing	3
BUS 325	Personal Financial Literacy	3
BUS 330	Business Communications	3
BUS 344	Consumer Behavior	3
BUS 410	Business Law	3
BUS 413	Entrepreneurship & Small Business Management	3
ECO 251	Macroeconomics	3
ECO 252	Microeconomics	3
MTH 201	Elementary Statistics	4

5-12 English (Endorsement 120)

CWR 201	Creative Writing	3
ENG 120 & ENG 121 OR	Composition I: Reading & Writing Composition II: Rhetoric & Written Argument	

ENG/HON 106 OR ENG/HON 107	Composition I Composition II	3
ENG 204	Writing Center Tutorial Training	1
ENG 205	English Grammar	3
ENG 212	Global Literature	3
ENG 230	Advanced Composition	3
ENG 395	Content Area Reading Methods	3
ENG 341* OR ENG 323*	American Literature to 1865 Literature of the American Frontier	3
ENG 342*	American Literature 1865-Present	3
ENG 351*	British Lit I: Beowulf to 18th Century	3
ENG 352*	British Lit II: Romantics to Contemporary	3
ENG 310	Young Adult Literature	3
ENG 441	Shakespeare	3
SPE 111	Essentials of Public Speaking	

***English 415 Special Topics in English may be substituted for one of the American Literature or British Literature courses when the special topic matches the course literature topic.**

Social Sciences Endorsements:

5-12 All Social Sciences (Endorsement 186)

American History

HIS 201	U.S. History to 1877	3
HIS 202	U.S. History Since 1877	3

Complete one of the following courses:

HIS 230	Local History 3	3
HIS 300	Midwestern United States	3
HIS 405	Colonial and Revolutionary America	3
HIS 417	American Civil War	3
HIS 418*	Modern American Presidency	3
HIS 420	Contemporary America	3
HIS 461	American Women's History	3
HIS 462*	FDR: Depression and War	3
HIS 463	African American History	3
HIS 464	American Environmental History	3
HIS 467*	U.S. Foreign Policy	3

***Courses with an asterisk are cross-listed as either a History course and a Political Science course or a History course and a Geography course and may only be used to fulfill one requirement area.**

World History

HIS 110	Ancient World	3
HIS 120	Medieval World	3

Complete one of the following courses:

HIS 161	Modern World	3
HIS 171	Contemporary World	3
HIS 310	Ancient Greece	3
HIS 320	Roman Republic and Empire	3

HIS 327	Medieval England	3
HIS 328	Tudor England	3
HIS 329	British Empire	3
HIS 335	Medieval Europe	3
HIS 336	Introduction to the Muslim World	3
HIS 340	Modern Germany	3
HIS 345	Early Modern Europe	3
HIS 360	Modern Latin America	3
HIS 460	The Great War	3
HIS 465	World War II	3
HIS 467*	U.S. Foreign Policy	3
HIS 470	The Vietnam War	3

***Courses with an asterisk are cross-listed as a History course and a Political Science course and may only be used to fulfill one requirement area.**

Government

POL 112	American Government	3

Complete two of the following courses:

POL 210	Political Parties and Elections	3
POL 330	Comparative Government	3
POL 410	American Law	3
POL 418*	Modern American Presidency	3
POL 462*	FDR: Depression and War	3
POL 467*	U.S. Foreign Policy	3

***Courses with an asterisk are cross-listed as a History course and a Political Science course and may only be used to fulfill one requirement area.**

Psychology

PSY 111	General Psychology	3
PSY 144	Human Growth & Development	3

Sociology

SOC 221	Introduction to Sociology	3
SOC 222	Social Problems	3

Geography

Complete two of the following courses:

GEO 201	World Geography	3
GEO 300*	Midwestern United States	3
GEO 320	Modern Global Issues	3

***Courses with an asterisk are cross-listed as a Geography course and a History course and may only be used to fulfill one requirement area.**

Economics

ECO 251	Macroeconomics	3
ECO 252	Microeconomics	3

Other

HIS 210 OR HIS 499	Methods of History History Seminar (choose 3)	 3

Students desiring to teach in the Social Sciences but electing not to complete the All-Social Sciences Endorsement must complete TWO of the three content areas: American Government, American History, or World History. Students will also need to complete either HIS 210 Methods of History or three History Seminar courses (HIS 499).

5-12 American Government (Endorsement 157)

POL 112 American Government 3

POL 112	American Government	3
Complete four of the following courses:		
POL 210	Political Parties and Elections	3
POL 320	Modern Global Issues	3
POL 330	Comparative Government	3
POL 410	American Law	3
POL 418*	Modern American Presidency	3
POL/HIS 462*	FDR: Depression and War	3
POL 467*	U.S. Foreign Policy	3

***Courses with an asterisk are cross-listed as a History course and a Political Science course and may only be used to fulfill one requirement area.**

5-12 American History (Endorsement 158)

HIS 201	U.S. History to 1877	3
HIS 202	U.S. History since 1877	3
Complete three of the following courses:		
HIS 230	Local History	3
HIS 300	Midwestern United States	3
HIS 405	Colonial and Revolutionary America	3
HIS 417	American Civil War	3
HIS 418*	Modern American Presidency	3
HIS 420	Contemporary America	3
HIS 461	American Women’s History	3
HIS 462*	FDR: Depression and War	3
HIS 463	African American History	3
HIS 464	American Environmental History	3
HIS 467*	U.S. Foreign Policy	3

***Courses with an asterisk are cross-listed as a History course and a Political Science course and may only be used to fulfill one requirement area.**

5-12 World History (Endorsement 166)

HIS 110	Ancient World	3
HIS 120	Medieval World	3
Complete three of the following courses:		
HIS 161	Modern World	3
HIS 171	Contemporary World	3
HIS 310	Ancient Greece	3
HIS 320	Roman Republic and Empire	3
HIS 327	Medieval England	3

HIS 328	Tudor England	3
HIS 329	British Empire	3
HIS 335	Medieval Europe	3
HIS 336	Introduction to the Muslim World	3
HIS 340	Modern Germany	3
HIS 345	Early Modern Europe	3
HIS 360	Modern Latin America	3
HIS 460	The Great War	3
HIS 465	World War II	3
HIS 467*	U.S. Foreign Policy	3
HIS 470	The Vietnam War	

***Courses with an asterisk are cross-listed as a History course and a Political Science course and may only be used to fulfill one requirement area.**

5-12 Mathematics (Endorsement 143)

EDU 348	Computer Science for Educators	3
MTH 201	Elementary Statistics	4
MTH 203	Calculus I	4
MTH 204	Calculus II	4
MTH 300	Discrete Mathematics	4
MTH 330	Linear Algebra	4
MTH 340	Classical & Modern Geometry	4

5-12 Speech Communication/Theatre (Endorsement 168)

COM 103	Mass Communications & Society	3
SPE 111	Essentials of Public Speaking	3
SPE 300	Argumentation and Debate	3
THR 131	Introduction to Theatre	3
THR 132	Acting I	3
THR 200	Creative Dramatics	3
THR 300	Directing	3
THR 360	Scenic & Properties Design I	3

5-12 Health (Endorsement 138)

Students choosing to complete this endorsement must also complete one additional 5-12 endorsement.

EDU 482	Student Teaching in 5-12 Health	2-4
HPE/PED 170	First Aid/CPT/AED for Workplace, Schools, and Community	1
HPE 207	Principles of Nutrition	3
HPE 212	Stress Management	2
HPE/PED 230	History & Principles of Sport, Physical Education & Fitness	3
PED 345	Methods of Teaching Physical Education and Health in Secondary Schools	3
PED 346	Clinical Experience Teaching Physical Education and Health in Secondary Schools	1
PSY 144	Human Growth & Development	3
PSY 232	Close Relationships	3
PSY 322	Psychological Disorders	3

PSY 327	Substance Abuse	3
WEL 101	Concepts of Wellness	1

5-12 Instructional Strategist I: Mild & Moderate (Endorsement 261)

Students choosing to complete this endorsement must also complete one additional 5-12 endorsement.

EDU 330	Language Development/Teaching Reading and Language Arts	4
SPED 220	Exceptional Learners	3
SPED 321	Special Education Clinical Experience	1
SPED 365	Methods and Materials in Special Education	3
SPED 390A	Diagnostic and Remedial Reading	4
SPED 392	Math Strategies	2
SPED 422	Grades 5–12 Student Teaching–Students with Mild and Moderate Disabilities	2-6
SPED 441	Assessment in Special Education	3
SPED 450	Child, Family & Community Relations	3
SPED 455	Transitional Collaboration	2
SPED 461	Behavior & Social Interaction in the Special Education Student	3

5-12 Reading (Endorsement 149)

Students choosing to complete this endorsement must also complete one additional 5-12 endorsement.

EDU 330	Language Development/Teaching Reading and Language Arts	4
EDU 355	Methods of Teaching Reading Grades 5-12	2
EDU 395	Content Area Reading Methods	3
ENG 106/120	Honors Composition I / Composition I	3
ENG 205	English Grammar	3
ENG 310	Young Adult Literature	3
SPE 111	Essentials of Public Speaking	3
SPED 335A	Inclusive Reading Pre-Student Teaching	2
SPED 390A	Diagnostic & Remedial Reading	4

K-12 Coaching Authorization or Coaching Endorsement 101

Secondary Education majors can choose to complete a coaching authorization or coaching endorsement by taking the following courses. No methods courses or student teaching courses are required for the coaching endorsement. (An authorization may be obtained without a degree; an endorsement will be listed on the teaching license.)

PSY 144	Human Growth and Development	3
PED 251	Theory/Psychology/Ethics of Coaching	2
PED 271	Coaching Anatomy	1
Or BIO 155	Basic Human Anatomy and Physiology	4
PED 272	Treatment of Athletic Injuries	2

Students completing a coaching authorization or coaching endorsement must also take the approved concussion training course, **Concussion in Sports**, at the NFHS Learning Center site and will need to provide a copy of their certificate of completion for concussion training to the Education Department. Students will also need to provide a copy of their current CPR certificate to the Education Department. Completion of the coaching requirements allows students to become a licensed athletic coach.

Concentrations:

Secondary Education majors can choose to complete the following concentrations. The completion of a concentration provides the background in a content area, but it does not lead to licensure. A student may find that completing a concentration may be useful later in their career if they decide to complete the requirements for the related endorsement.

Spanish Concentration

Complete at least 12 credits from the following courses:

SPN 101	Elementary Spanish I	4
SPN 102	Elementary Spanish II	4
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 203	Intermediate Spanish Conversation I	3
SPN 204	Intermediate Spanish Conversation II	3

Special Education Concentration

SPED 220	Exceptional Learners	3
SPED 321	Special Education Clinical Experience	1
SPED 365	Methods & Materials in Special Education	3
SPED 450	Child, Family & Community Relations	3

Complete one of the following courses:

SPED 441	Assessment in Special Education	3
SPED 461	Behavior Management in Special Education	3

Music Education

K–12 Music Education

(K–8 Endorsement 144; 5–12 Endorsement 145)

This major will lead to a Bachelor of Science degree and will prepare the candidate for licensure as a K-12 classroom vocal and instrumental music teacher.

The following courses are required for an Iowa teaching license. All methods courses and student teaching courses, as well as EDU 400, EDU 411, and EDU 430 must be taken at Waldorf University. Students must also pass a piano proficiency exam **PRIOR** to student teaching.

Music Education Professional Core Courses (A grade of C- or above must be earned in all education and content courses and a grade of B- or above in all methods courses.)

PSY 144	Human Growth & Development	3
EDU 201	Introduction to Teaching	3
EDU 202	Introduction to Teaching Clinical Experience	0
EDU 230	Educational Media & Computers	1
EDU 240	Educational Psychology	3
EDU 395	Content Area Reading Methods	3
EDU 400	Ethics & Religious Diversity	3
EDU 406	Elementary Music Student Teaching	6
EDU 411	Multicultural Practicum	2
EDU 421	Secondary Music Student Teaching	6
EDU 430	Capstone	1
EDU 460 **or** EDU 465	Developing Classroom Community – Elementary Developing Classroom Community – Secondary	2

MUE 341	Methods: General Music in the Public Schools K-12 & Assessment	4
MUE 441	Methods: Performance Ensembles in the Schools & Assessment	3
MUE 360	Percussion Skills	1
MUE 361	Woodwind Skills	1
MUE 362	Brass Skills	1
MUE 363	Vocal Skills	1
SPED 220	Exceptional Learners	3

K–12 Music Education students must also take the following content courses:

MUS 101	Music Theory I	3
MUS 102	Music Theory II	3
MUS 201	Music Theory III	3
MUS 202	Music Theory IV	3
MUS 103	Aural Skills I	1
MUS 104	Aural Skills II	1
MUS 203	Aural Skills III	1
MUS 204	Aural Skills IV	1
MUS 215	Conductor's Workshop I	2
MUS 216	Arranging & Technology	1
MUS 300	World Music	3
MUS 301	Music History: Medieval & Renaissance	3
MUS 302	Music History: Baroque & Classical	3
MUS 315	Conductor's Workshop II	2
MUS 316	Conductor's Workshop III	2
MUS 318	Music History: Romantic & Contemporary	3
MUS 382	Choral Ensemble Literature	1
MUS 384	Instrumental Ensemble Literature	1
MSA 115	Piano Skills I	1
MSA 116	Piano Skills II	1
MSA 215	Piano Skills III	1
MSA 216	Piano Skills IV	1
MSA XXX	Music Applied Lessons	7-14

Students will complete one of the following courses:

MSA 313	Half Recital, Voice	1
MSA 314	Half Recital, Piano	1
MSA 316	Half Recital, Instrumental	1

All music education students must pass the Piano Proficiency Exam and participate in an Ensemble every semester (except for when student teaching).

K-12 Coaching Authorization or Coaching Endorsement 101

K-12 Music Education majors can choose to complete a coaching authorization or coaching endorsement by taking the following courses. No methods courses or student teaching courses are required for the coaching endorsement. *(An authorization may be obtained without a degree; an endorsement will be listed on the teaching license.)*

PSY 144	Human Growth and Development	3
PED 251	Theory/Psychology/Ethics of Coaching	2
PED 271	Coaching Anatomy	1
Or BIO 155	Basic Human Anatomy and Physiology	4
PED 272	Treatment of Athletic Injuries	2

Students completing a coaching authorization or coaching endorsement must also take the approved concussion training course, **Concussion in Sports**, at the NFHS Learning Center site and will need to provide a copy of their certificate of completion for concussion training to the Education Department. Students will also need to provide a copy of their current CPR certificate to the Education Department. Completion of the coaching requirements allows students to become a licensed athletic coach.

Concentrations:

K-12 Music Education majors can choose to complete the following concentrations. The completion of a concentration provides the background in a content area, but it does not lead to licensure. A student may find that completing a concentration may be useful later in their career if they decide to complete the requirements for the related endorsement.

Spanish Concentration

Complete at least 12 credits from the following courses

SPN 101	Elementary Spanish I	4
SPN 102	Elementary Spanish II	4
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
SPN 203	Intermediate Spanish Conversation I	3
SPN 204	Intermediate Spanish Conversation II	3

Special Education Concentration

SPED 220	Exceptional Learners 3	3
SPED 321	Special Education Clinical Experience	1
SPED 365	Methods & Materials in Special Education	3
SPED 450	Child, Family & Community Relations	3

Complete one of the following courses:

SPED 441	Assessment in Special Education	3
SPED 461	Behavior Management in Special Education	3

Theatre Concentration

THR 280/380/480	Theatre Practica (4)	1
THR 131	Introduction to Theatre	3
THR 132	Acting I	3
THR 200	Creative Dramatics	3
Complete one of the following courses:		
THR 140	Introduction to Stagecraft	3
THR 146	Introduction to Theatrical Design	3

Physical Education

K–12 Physical Education

(K–8 Endorsement 146; 5–12 Endorsement 147)

This major will lead to a Bachelor of Science degree and will prepare the candidate for licensure as a K-12 physical education classroom teacher. Students must also complete a concentration in Health or Special Education, or students can choose to complete the 5-12 Health endorsement or 5-12 Instructional Strategist I endorsement instead. The completion of a concentration provides the background in a content area, but it does not lead to licensure. A student may find that completing a concentration may be useful later in their career if they decide to complete the requirements for the related endorsement. The completion of the 5-12 Health endorsement or the 5-12 Instructional Strategist I endorsement does prepare the candidate for licensure in those areas.

The following courses are required for an Iowa teaching license. All methods courses and student teaching courses, as well as EDU 400, EDU 411, EDU 430, and EDU 440, must be taken at Waldorf University.

Physical Education Professional Core Courses (A grade of C- or above must be earned in all education and content courses and a grade of B- or above in all methods courses.)

PSY 144	Human Growth & Development	3
EDU 201	Introduction to Teaching	3
EDU 202	Introduction to Teaching Clinical Experience	0
EDU 230	Educational Media & Computers	1
EDU 240	Educational Psychology	3
EDU 395	Content Area Reading Methods	3
EDU 400	Ethics & Religious Diversity	3
EDU 411	Multicultural Practicum	2
EDU 430	Capstone	1
EDU 440	Assessment & Goal Setting	3
EDU 460	Developing Classroom Community – Elementary	2
Or EDU 465	Developing Classroom Community – Secondary	3
EDU 480	Student Teaching in K-8 Physical Education	6
EDU 481	Student Teaching in 5-12 Physical Education	6
PED 343	Methods of Teaching Physical Education in Elementary Schools	3
PED 344	Clinical Experience in Teaching Physical Education in Elementary Schools	1
PED 345	Methods of Teaching Physical Education And Health in Secondary Schools	3

PED 346	Clinical Experience in Teaching Physical Education & Health in Secondary Schools	1
SPED 220	Exceptional Learners	3

K–12 Physical Education students must also take the following content courses:

BIO 155	Basic Human Anatomy & Physiology	4
HPE 390	Kinesiology	3
PED/HPE 170	First Aid / CPR / AED	1
PED 210	Physical Education for the Elementary School. 3	3
PED 230	History & Principles of Sport, Physical Education & Fitness 3	3
PED 251	Theory, Psychology and Ethics of Coaching ... 2	2
PED 272	Treatment of Athletic Injuries …..... 2	2
PED 301	Curriculum & Administration in Physical Education	3
PED/SPED 310	Adaptive Physical Education	2
WEL 101	Concepts of Wellness	1

Students must demonstrate a proficiency in variety of PED Education Activities (six (6) activities required) **OR** take the following two courses:

PED 243	Team Game Skills	2
PED 244	Individual & Dual Sports	2

A concentration in either Health or Special Education is required if students choose to not complete the requirements of either the 5-12 Health endorsement or the 5-12 Instructional Strategist endorsement.

Concentrations:

The completion of a concentration provides the background in a content area, but it does not lead to licensure.

Health Concentration

HPE 207	Principles of Nutrition	3
HPE/PED 221	Personal & Community Health	3
PED 230	History & Principles of Sport, Physical Education & Fitness	3
HPE 212	Stress Management	2
WEL 101	Concepts of Wellness	1

Special Education Concentration

SPED 220	Exceptional Learners	3
PED/SPED 310	Adaptive Physical Education	2
SPED 365	Methods & Materials in Special Education	3
SPED 450	Child, Family & Community Relations	3
SPED 361	Behavior & Social Interaction in the Special Education Student	3

Endorsements:

Students will need to complete all the Physical Education Professional Education Core courses listed above along with the required content-specific courses outlined in the chosen endorsement area of Health or Special Education.

5-12 Health Endorsement

EDU 482	Student Teaching in 5-12 Health	2-4
HPE/PED 170	First Aid / CPR / AED for Workplace, Schools, and Community	1
HPE 207	Principles of Nutrition	3
HPE 212	Stress Management	2
HPE/PED 221	Personal and Community Health	3
HPE/PED 230	History & Principles of Sport, Physical Education & Fitness	3
PED 345	Methods of Teaching Physical Education and Health in Secondary Schools	2
PED 346	Clinical Experience in Teaching Physical Education and Health in Secondary Schools	1
PSY 144	Human Growth & Development	3
PSY 232	Close Relationships	3
PSY 322	Psychological Disorders	3
PSY 327	Substance Abuse	3
WEL 101	Concepts of Wellness	1

5-12 Instructional Strategist I Endorsement

EDU 330	Language Development/Teaching Reading and Language Arts	4
SPED 220	Exceptional Learners	3
SPED 321	Special Education Clinical Experience	1
SPED 365	Methods and Materials in Special Education	3
SPED 390A	Diagnostic and Remedial Reading	4
SPED 392	Math Strategies	2
SPED 422	Grades 5–12 Student Teaching Students with Mild and Moderate Disabilities	2-6
SPED 441	Assessment in Special Education	3
SPED 450	Child, Family & Community Relations	3
SPED 455	Transitional Collaboration	2
SPED 461	Behavior & Social Interaction in the Special Education Student	3

K-12 Coaching Authorization or Coaching Endorsement

K-12 Physical Education majors can choose to complete a coaching authorization or coaching endorsement by taking the following courses. No methods courses or student teaching courses are required for the coaching endorsement. *(An authorization may be obtained without a degree; an endorsement will be listed on the teaching license.)*

PSY 144	Human Growth and Development	3
PED 251	Theory/Psychology/Ethics of Coaching	2
PED 271	Coaching Anatomy	1

Or BIO 155	Basic Human Anatomy and Physiology	4
PED 272	Treatment of Athletic Injuries	2

Students completing a coaching authorization or coaching endorsement must also take the approved concussion training course, **Concussion in Sports**, at the NFHS Learning Center site and will need to provide a copy of their certificate of completion for concussion training to the Education Department. Students will also need to provide a copy of their current CPR certificate to the Education Department. Completion of the coaching requirements allows students to become a licensed athletic coach.

Education Minor

Education Minor:

A minor in Education requires the completion of EDU 201, EDU 202, EDU 240; PSY 144; SPED 220; and 9–12 additional credits in EDU, MUE, PED 200+, and/ or SPED courses. (See the Education Department for the approved list of additional Education courses.) Courses with prerequisites need to be completed before or concurrently with enrollment.

Education Minor Requirements……..... 21-24 Cr.

EDU 201	Introduction to Teaching	3
EDU 202	Introduction to Teaching Clinical	0
EDU 240	Educational Psychology	3
PSY 144	Human Growth and Development	3
SPED 220	Exceptional Learners	3

Completion of 9–12 additional credits in EDU, MUE, PED 200+, and/or SPED.

ENGLISH

The Waldorf University English major exposes students to a rich variety of literature and writing courses, wherein students explore fundamental questions of the human condition through the study of language and the literary arts. The literature courses cover a breadth of genres, eras, nationalities, and diverse perspectives, equipping students for life and employment in the 21st Century. Students also take courses focused on writing–expository and creative–in order to practice communicating more effectively for a wide variety of purposes and readers.

All courses within the English program pay special attention to the art of critical thinking, preparing English majors to enter related fields such as teaching or editing, to pursue graduate studies in a variety of fields, or to work in corporate and business settings, where they are prized for their ability to think and communicate clearly. Through the completion of this program, students will gain critical perspectives, skills, and experiences related to the study of language and literature that allow them to inform and improve the communities in which they live, work, and serve. Students may choose from two English tracks: English or English Secondary Education.

English Major:
The English major requires completion of ENG 250 or HON 107; CWR 201; ENG 212, ENG 213, or ENG 415 with a Global Literature topic; ENG 230; ENG 240; ENG 323 or 341, ENG 342, ENG 351, ENG 352; ENG 441; four more electives at the 200 level or above, at least two of which are English and two in English, Creative Writing, Communications, or a related field, with consent of the department chair; and an internship or senior thesis of at least 3.0 semester credits. English 415, Special Topics in English, may be substituted for any of the above course choices when the special topic matches the course category.

All English majors except those in the English Secondary Education major must complete a minor or major in another field (such as Shakespeare, History, Humanities, Theatre, Communications, and so

on). An English major seeking a minor in Creative Writing may apply CWR 201, one upper-level Creative Writing course, and two English literature courses toward both the major and the minor. The minor also requires at least three additional courses in Creative Writing in three different genres.

B.A. English Program Learning Outcomes:

PLO 1.A. Identify theses/main ideas of primary texts. PLO 2.B. Identify genres of primary texts.
PLO 3.C. Identify and describe in writing the context for primary texts (e.g. social, political, or economic).
PLO 2.A. Identify theses/main ideas of secondary texts. PLO 2.B. Effectively incorporate evidence from secondary texts into researched interpretations or analyses of primary texts.
PLO 3.A. Correctly use the MLA style and citation format in research-based writing.
PLO 3.B. Clearly state a thesis in research-based and non-research-based papers or projects.
PLO 3.C. Effectively support researched interpretations or analyses of primary texts with logical arguments.
PLO 3.D. Effectively support researched interpretations or analyses of primary texts with evidence.
PLO 4.A. Demonstrate, through essays and/or presentations, literature's role in increasing understanding and awareness of the human condition and the world.

English Secondary Education Majors:

See Education program descriptions for program requirements.

English Minor:

A minor in English requires completion of 21 credits in writing or literature at the 200 level or above or a related field (with consent of advisor).

General Education Core Requirements ..... 64 Cr.

English Major Requirements ..... 43 Cr.

CWR 201	Introduction to Creative Writing	3
ENG 230	Advanced Composition	3
ENG240	Essentials of Literary Analysis	1
ENG 250 OR ENG/HON 107	Exploration of Literature Honors Composition II	3
ENG 441	Shakespeare	3

Two American Literature Surveys:

ENG 323	Literature of the American Frontier	3
ENG 341	American Literature to 1865	3
ENG 342	American Literature 1865-Present	3

Two British Literature Surveys:

ENG 351	British Literature I: Beowulf to 18th Century	3
ENG 352	British Literature II: Romantic to Contemporary	3

One Global Literature Course

ENG 212	Global Literature	3
ENG 213	Postcolonial Literature	3
ENG 415	Special Topics: Global Literature	3

Four Electives

ENG 200+	Two courses that are ENG 200+	6

OTH	Two courses that are ENG, CWR, COM, or related field	6

English Capstone Experience 3+ Cr.

ENG 495	Internship	3+
ENG 499	Senior Thesis	3+

GEOGRAPHY

Courses in geography foster an understanding of the world and the major social and environmental issues that confront us.

Geography courses are for the All-Social Science Endorsement of the History Education major. However, geography courses are recommended for all history majors and those interested in a career that requires a comprehension of the world around us.

HEALTH AND MEDICAL PROFESSIONS

Guidelines

Waldorf University prepares its students for a life of service. Health and medical professionals provide some of the greatest service to human societies. These guidelines will prepare Waldorf students for application into one of several schools for health and medical professionals. Generally, because health and medical professionals interact constantly with people, professional schools seek applicants who are well-rounded and have coursework in the social sciences, humanities, business, foreign languages, etc., in addition to the courses listed in the programs below. Participation in an activity (e.g., academic club, music, sports, theatre) is also helpful.

Admission into a professional school is highly competitive and difficult to attain. Successful students must demonstrate their competence in these subjects with high grades (typical GPAs of students admitted into professional schools is >3.25; some report a mean GPA of 3.6) and also earn high scores on one of the nationally standardized admissions tests (e.g., MCAT, PCAT).

Students also can strengthen their preparation with additional experiences. Waldorf places a high value on Internships and Undergraduate Research experiences. Acquiring such experiences helps a student learn to apply what he/she has learned in the classroom, demonstrates the student's critical thinking skills to professional schools, and is personally very rewarding for the student.

The programs below are not self-contained majors because they do not include all the other requirements necessary to complete a Bachelor's degree at Waldorf University. Students wishing to complete one of these programs must choose a departmental major (e.g. biology, health promotion & exercise science, psychology) and work with his/her advisor to incorporate the requirements of the program into that department's curriculum.

Admission requirements are not universal among professional schools; the courses listed for each program are listed by different categories that reflect this variation. Before completing their work at Waldorf, students also should check with the specific school to which they want to apply for any variance from the requirements listed below.

Pre-Chiropractic Guidelines:

Required Courses: BIO120, BIO155, BIO220, BIO340; CHM131, CHM132, CHM241, CHM242;

PHY 221, 222; and MTH 201

Recommended Courses: HPE207; HPE350 and HPE390

Pre-Dentistry Guidelines:

Required Courses: BIO120, BIO220; CHM131, CHM132, CHM241, CHM242; PHY 221, PHY222; MTH201; and PSY111

Additional Required by Some Schools: BIO330, BIO440; and MTH203

Recommended Courses: HPE207, BIO340, and BIO374

Pre-Medicine Guidelines:

Required Courses: BIO120, BIO220, BIO350, BIO352; CHM131, CHM132, CHM241, CHM242; PHY 221, PHY222; MTH201; and PSY111

Additional Required by Some Schools: MTH203

Recommended Courses: HPE207, BIO222, BIO330, BIO332, BIO340, BIO374, BIO440, BIO442; and PSY322

Pre-Pharmacy Guidelines:

Required Courses: BIO120, BIO220, BIO330, BIO340, BIO350, BIO352; CHM131, CHM132, CHM241, CHM242; MTH201, MTH203; PSY111, and PSY322

Recommended Courses: HPE207, BIO222

Pre-Physical Therapy Guidelines:

Required Courses: BIO120, BIO220, BIO350, BIO352; CHM131, CHM132; PHY221, PHY222; MTH201; PSY111, and PSY144

Additional Required by Some Schools: MTH203 and PSY322

Recommended Courses: HPE207; HPE350, HPE365, HPE390, and HPE415

Pre-Physician Assistant Guidelines:

Required Courses: BIO120, BIO220, BIO350, BIO352; CHM131, CHM132, CHM241, CHM242; PHY221, PHY222; MTH201; and PSY111

Recommended Courses: HPE207, BIO222, BIO330, BIO332, BIO340, BIO372, BIO440, BIO442; MTH103; PSY144 and PSY322

Pre-Veterinary Medicine Guidelines:

Required Courses: BIO120, BIO220, BIO330, BIO332; CHM131, CHM132, CHM241, CHM242; PHY221, and PHY222

Additional Required by Some Schools: BIO340 and MTH203

Recommended Courses: BIO222, BIO350, BIO352, IO372; MTH201; and PSY111

HEALTH PROMOTION AND EXERCISE SCIENCE

The Bachelor of Arts degree in Health Promotion and Exercise Science is designed to enable students to increase control over their health through a wide range of behavioral, social, and environmental interventions with a focus on the scientific study of human movement to improve physical fitness.

Students will explore a field that offers career paths in health promotion, exercise science, strength and conditioning, coaching, corporate and campus wellness, fitness management, recreation, and rehabilitation. Students may also explore pre-professional programs that serve as preparation for application into one of several programs in various healthcare fields such as pre-chiropractic, pre-dentistry, pre-medicine, prepharmacy, pre-physical therapy, and pre-physician assistant. Health Promotion and Exercise Science majors will be prepared to take several certification exams from the following organizations: the American College of Sports Medicine, the National Strength and Conditioning Association, and the American Council on Exercise.

Health Promotion and Exercise Science Program Learning Outcomes:

PLO 1.A. Graduates will be able to identify and define the five components of fitness: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition.
PLO 1.B. Graduates will be able to demonstrate proper use of assessment equipment: skinfold calipers, blood pressure cuff, stethoscope, cycle ergometer, treadmill, sit and reach box, hand grip dynamometer, bioelectrical impedance analysis, heart rate monitor, and tensiometer.
PLO 1.C. Graduates will be able to access, disseminate, and utilize the scientific literature surrounding sport, exercise science, health promotion, and health education.
PLO 2.A. Graduates will identify, demonstrate, and manipulate variables in aerobic exercise, such as speed, cadence, incline, stroke rate, and revolutions per minute through the utilization of program design principles. PLO 2.B. Graduates will identify, demonstrate, and manipulate variables that relate to strength training and anaerobic exercise such as exercise selection, volume, intensity, frequency, and duration through the utilization of program design principles.
PLO 2.C. Graduates will understand the function, dysfunction, and physiological adaptations associated with organ systems and energy systems as they relate to sport, exercise, and nutrition.
PLO 3.A. Graduates will understand the philosophical and physiological framework surrounding coaching, training, behavior change theories, planning models, and decision-making processes that influence lifestyle habits and development.
PLO 3.B. Graduates will understand the roles, responsibilities, opportunities, and future trends related to various sports and health care initiatives.

The Health Promotion and Exercise Science major requires the completion of PED 109, PED 111, HPE/PED 170, HPE/PED 207, HPE 212, HPE 221, HPE 230, HPE 251, HPE 271, HPE 272, HPE 295, HPE 310, HPE 320, HPE 350, HPE 365, HPE 390, HPE 415, HPE 420, HPE 490, and HPE 495.

The following supporting courses serve as prerequisites for courses in the Health Promotion and Exercise Science major and also fulfill requirements for the core curriculum: BIO 155 or BIO 120 (prerequisite for HPE 390) and PSY 111 and PSY 144 (prerequisites for HPE 415).

General Education Core Requirements ..... 64 Cr.

Health Promotion and Exercise Science Major Requirements ..... 50 Cr.

PED 109	Running	0.5
PED 111	Weight Training	1.5
HPE/PED 170	First Aid / CPR / AED	1
HPE/PED 207	Principles of Nutrition	3
HPE 212	Stress Management	2
HPE 221	Personal and Community Health	3

HPE 230	History and Principles of Sport, Physical Education, and Fitness	3
HPE 251	Theory, Psychology, and Ethics of Coaching	2
HPE 271	Coaching Anatomy	1
HPE 272	Treatment of Athletic Injuries	2
HPE 295	Health Sciences Research	3
HPE 310	Health Promotion and Education	3
HPE 320	Sport Nutrition	3
HPE 350	Exercise Physiology	4
HPE 365	Fitness Measurement and Prescription	3
HPE 390	Kinesiology	3
HPE 415	Fitness Program Administration	3
HPE 420	Programming with Special Populations	3
HPE 490	Senior Seminar	3
HPE 495	Internship	4

A minor in Health Promotion or Exercise Science is also available.

Health Promotion Minor: HPE/PED 170, HPE 271; WEL 101; HPE 207, HPE 212, HPE 221, HPE 310; one additional course from PSY 224, PSY 265; one additional course from HPE 320, HPE 350, HPE 365, HPE 390, HPE 415, or HPE 420.

Exercise Science Minor: HPE/PED 170, HPE 271; WEL 101; HPE 200, HPE 207, HPE 350, HPE 365, HPE 390; one additional course from HPE 212, HPE 221, HPE 310, or HPE 320.

Health Promotion Minor Requirements .... 20-21 Cr.

HPE/PED 170	First Aid / CPR / AED	1
HPE 271	Coaching Anatomy	1
WEL 101	Concepts of Wellness	1
HPE / PED 207	Principles of Nutrition	3
HPE 212	Stress Management	2
HPE 221	Personal and Community Health	3
HPE 310	Health Promotion and Education	3

One course from the following:

PSY 224	Sports Psychology	3
PSY 265	Health Psychology	3

One course from the following:

HPE 320	Sport Nutrition	3

HPE 350	Exercise Physiology	4
HPE 365	Fitness Measurement and Prescription	3
HPE 390	Kinesiology	3
HPE 415	Fitness Program Administration	3
HPE 420	Programming with Special Populations	3

Exercise Science Minor Requirements .... 21-22 Cr.

HPE / PED 170	First Aid / CPR / AED	1
PED 271	Coaching Anatomy	1
WEL 101	Concepts of Wellness	1
HPE 200	Theory of Strength and Conditioning	3
HPE / PED 207	Principles of Nutrition	3
HPE 350	Exercise Physiology	4
HPE 365	Fitness Measurement and Prescription	3
HPE 390	Kinesiology	3

One course from the following:

HPE 212	Stress Management	2
HPE 221	Personal and Community Health	3
HPE 310	Health Promotion and Education	3
HPE 320	Sport Nutrition	3

HISTORY

The study of history is based on developing familiarity with a broad base of information from a wide variety of sources. It provides a view of the past and its many interpretations to provide an informed perspective for present and future political, economic, scientific, cultural, and social activity through reading and research in written records. History courses help prepare students for a wide variety of careers in research, education, law, government, executive management, journalism, park service, military service, law enforcement, diplomacy, religion, banking, lobbying, and museum curatorship. One history course is required of all students seeking a degree from Waldorf.

Students seeking a bachelor's degree in History may choose from three history tracks: History, History Political Science, and History Education. All history majors, except for History Education majors, must designate a minor as part of their liberal arts experience at Waldorf. In the absence of another designated minor, history majors must complete the Humanities minor (see the Humanities section of this catalog for a description of the minor).

Major: The Bachelor of Arts in History major will take three of the four World History survey courses (HIS110, HIS120, HIS161, and HIS171), both of the United States History surveys (HIS201 and HIS202) and Methods of History (HIS210). Majors are also required to take four upper-level 300+ history courses, three one credit topical history seminars (HIS 499) and complete either a six hour internship or senior thesis. Students intending to go on to graduate study are strongly encouraged to select the thesis option.

The Bachelor of Arts in History/Political Science major will choose one of the sequence of four World History courses (HIS110, HIS120, HIS161 and HIS171), both of the United States History sequence (HIS201 and HIS202) and Methods of History 210, American Government (POL 112) and three seminars (HIS 499). In addition, the political science history major will take POL/COM204 or POL/COM422, as well as four additional upper-division POL courses though one upper-division HIS can be used as a substitute. These majors are also

encouraged to take geography or economics courses. An internship of six credit hours or six hours of a thesis is required (see traditional history major requirements for department recommendation).

History Education Majors: See Education for more information.

Advanced placement high school courses will be considered in lieu of department requirements, including Language, on an individual basis.

Minor: A minor in History requires completion of 21 credit hours; two of HIS110, HIS120, HIS161, or HIS171; either HIS201 or HIS202; three 300+ level HIS courses; and a POL elective.

A minimum grade of C- is required of all Geography, History, or Political Science courses in order to receive credit toward the major or minor.

Suggested Curriculum

While the bachelor's degree in History (except History Education) is not a block program and does not demand sequential courses, the History program at Waldorf College does seek to systematically promote the development of skills in critical thinking, reading, writing, and undergraduate research. The Department of History has organized its courses to systematically promote the development of these skills. Students should remember that the different levels of courses focus on different skills in a manner intended to help them build and develop these essential skills and that classes at higher levels will begin with the assumption that students have mastered the skills taught at lower levels. Majors are encouraged to complete their general education, and lower level requirements as soon as possible. Whenever possible, all history majors are required to take HIS 210 Introduction to Historical Methods during all of their sophomore year. History Education majors should consult Education requirements for prerequisites and sequence planning. Students should coordinate their enrollment with their advisor and the Registrar.

Sequence of Courses

100 Level Courses—Focus on the study of the development of human civilization around the world. Particular emphasis will be placed on developing the skills of identifying, selecting, and critically reading appropriate secondary sources of historical information.

200 Level Courses—Focus on the study of the development of the United States from its pre-colonial foundations to the present. Particular emphasis will be placed on introducing the skills of analytical writing for history. HIS 210 Introduction to Historical Methods–Brings together the skills of identifying and selecting sources, critically reading, researching, and writing for history in preparation for more advanced undergraduate research projects. Required of all History Majors, whenever possible, in the fall semester of their sophomore year.

300 Level Courses—Focus on the study of specific and defined topics in history by concentrating on Historiography: the development of historical interpretations. Emphasis will be placed on the promotion and practice of the skills of historical study through research and writing.

400 Level Courses—Focus on the study of specific and defined topics in history. Emphasis will be placed on the application and practice of the skills of history.

General Education Core Requirements .....64 Cr.

History Major Requirements……..……12-13 Cr.

HIS 201	U.S. History to 1877	3
HIS 202	U.S. History since 1877	3
HIS 210	Methods of History	3
HIS 499	History Seminar	3-4

History Track Requirements ..... 24 Cr.

Three courses from the following:

HIS 110†	Ancient World	3

HIS 120†	Medieval World	3
HIS 161†	Modern World	3
HIS 171†	Contemporary World	3

Five courses from the following*:

HIS 300	History of the Northern Plains	3
HIS 310	Ancient Greece	3
HIS 315	Early Church History	3
HIS 320	Roman Republic and Empire	3
HIS 335	Medieval Europe	3
HIS 336	Introduction to Muslim World	3
HIS 355†	Modern Africa	3
HIS 360†	Modern Latin America	3
HIS 361	American Women's History	3
HIS 362	U.S. Foreign Policy	3
HIS 363	African American History	3
HIS 364	American Environmental History	3
HIS 405	Colonial Revolutionary America	3
HIS 417	American Civil War	3
HIS 418	Modern American Presidency	3
HIS 420	Contemporary America	3
HIS 422	The Vikings	3
HIS 427	Medieval England	3
HIS 430	British Empire	3
HIS 435	Modern Britain	3
HIS 440†	Modern Germany	3
HIS 460	The Great War	3
HIS 462	FDR: Depression and War	3
HIS 465	World War II	3
HIS 470	Vietnam Era	3
HIS 471	From the Beats to the Beatles	3
HIS 475	Special Topics	3

Six credits from the following:

HIS 495	Internship	6
HIS 496	Senior Thesis Research	3
HIS 497	Senior Thesis Writing	3

Political Science Track Requirements ..... 30 Cr.

HIS 499	History Seminar	3
POL 112	American Government	3

One course from the following:

HIS 110†	Ancient World	3
HIS 120†	Medieval World	3
HIS 161†	Modern World	3
HIS 171†	Contemporary World	3

One course from the following:

POL 204	Introduction to Public Relations	3
POL 422	Public Relations Skills	3

Six credits from the following:

POL 495	Internship	6
POL 496	Senior Thesis Research	3
POL 497	Senior Thesis Writing	3

Four upper-division POL courses are also required (one upper-division HIS course can be substituted):

POL 300	Argumentation and Debate	3
POL 320†	Modern Global Issues	3
POL 330	Comparative Government	3
POL 362	U.S. Foreign Policy	3
POL 410	American Law	3
POL 418	Modern American Presidency	3
POL 422	Public Relations Skills	3
POL 462	FDR: Depression and War	3
POL 475	Special Topics	3

History Minor Requirements ..... 21 Cr.

Two courses from the following:

HIS 110†	Ancient World	3
HIS 120†	Medieval World	3
HIS 161†	Modern World	3
HIS 171†	Contemporary World	3

One course from the following:

HIS 201	U.S. History to 1877	3
HIS 202	U.S. History Since 1877	3

Three HIS 300+ courses. One POL elective.

† Fulfills a General Education Core Requirement

** May be waived if completed four years of high school foreign language*

THE HONORS COLLEGE

The Honors College provides programs that serve the needs of motivated and academically successful students. It offers honors courses, honors sections of required courses, special seminars, independent research opportunities, trips to regional cultural events, and the overseas World Trip.

Entrance to the Honors College from high school requires at least a 3.50 GPA and/or a 24 ACT composite score. Other promising students who seek intensive and alternative forms of learning may be invited to join the college by the Honors Director. These students should request additional information from the Admission Office. Students currently enrolled at Waldorf University may join the Honors College if they have a 3.50 CGPA. This grade point must be maintained in order to remain an Honors student in good standing. Enrolled students should inquire about membership at the Honors College Office located in Thorson Hall, Second floor, Room 236.

First-year Honors students enroll in Honors/English 106 their first semester and Honors/English 107 their second semester. The Honors/English 106 and 107 sequence replaces the two Composition courses (ENG 120 and 121) and the literature course (ENG 200+ Elective) required of all Waldorf students. Students should also enroll in the Honors section of Religion 205H, which fulfills the general education requirement for a Religion course at the 200+ level. Honors College members are eligible to take any honors courses offered at Waldorf without prior approval; they are invited to all activities sponsored by the Honors College for its whole membership; and they complete their degrees as graduates of the Honors College at Waldorf University. A student who is not a member of the Honors College may take honors courses if the student has at least a 3.00 GPA and has the permission of the instructor and the Director of the Honors College.

Waldorf Scholar

Honors College students who maintain a 3.5 cumulative GPA and who wish to undertake a special course of academic work and study may be eligible for Waldorf Scholar status and for the World Trip. To be designated a Waldorf Scholar, a student must have completed, with a minimum final grade of B, Honors/English 106 and 107, Honors Religion 205H, Honors 200, three Honors Colloquia (1 credit each, HON 279, 289, and/or Honors World Trip 399), and an independent research project (HON 499: Honors Thesis, 1 or 2 credits) with a faculty advisor of their choosing. They must present the results of their research at a public venue such as Waldorf's annual academic conference, Inquirere, and they must turn in to the Honors College Director a publishable copy of their final paper or project.

Students who are successfully making progress towards Waldorf Scholar Status are eligible, if they choose, to enroll for the Honors World Trip. The biannual World Trip is a voyage abroad accompanied by Waldorf faculty. This trip is partially subsidized by the university in honor of its Waldorf Scholars.

HON106	Honors Composition I	3
HON107	Honors Composition II	3
HON200	Honors Philosophy	3
HON205H	Honors Contemporary Ethical Issues (may be used as 200+ Religion Elective)	3
THREE Honors Colloquium courses:		
HON279	Colloquium I (may be taken more than once)	1
HON289	Colloquium II	1
HON399	Honors World Trip	1
HON 499	Honors Thesis (Fall 1 cr., Spring 1 cr.)	2

HUMANITIES

The Department of Humanities strives to offer each student an understanding and appreciation of Fine Arts (Music, Visual Art, Theatre,) Literature and Writing, Religion and Philosophy, and History by focusing on the development of critical thinking, writing, and research skills through the offering and exploration of a broad liberal arts education.

Minor: A Humanities minor (21-23 credits) requires the completion of HUM300 and six (6) additional courses from the different disciplines listed above for the Humanities major. If the student's major is within the Humanities (e.g. English or History), then the minor cannot include courses from that department.

Humanities Minor Requirements .... 21-23 Cr.

HUM 300 Investigation in the Humanities 3

Six (6) additional courses from ART, CWR, ENG, HIS, MUS, PHL, REL, or THR. Humanities courses in a student's major cannot count toward these six (6) courses.

MATHEMATICS

The Department of Mathematics strives to develop in each student an understanding and appreciation of the methods and techniques of mathematics and the ability to use these skills in relevant application problem-solving. A graduation requirement for all students seeking a degree is the completion of at least one course in mathematics numbered MTH 101 or above.

The Department of Mathematics offers an Elementary Math Endorsement, a 5–12 Math Endorsement, and a Math Minor.

Math Education Majors: See Education Section for more information.

Minor: A minor in Mathematics requires completion of 24 credits including MTH203, MTH204, MTH300, MTH330, MTH340, and MTH201 or CIS130.

Mathematics Minor Requirements ..... 24 Cr.

MTH 203†	Calculus I	4
MTH 204†	Calculus II	4
MTH 300†	Discrete Mathematics	4
MTH 330†	Linear Algebra	4
MTH 340†	Classical and Modern Geometry	4
One course from the following:		
MTH 201†	Elementary Statistics	4
CIS 130	Programming Fundamentals	3

MUSIC

Music transcends cultures, generations, and communities, serving as a powerful medium for communication, artistic expression, and human connection. At Waldorf University, the study of music cultivates creativity, intellectual curiosity, technical excellence, and a lifelong appreciation for the performing arts. Through a comprehensive curriculum grounded in performance, scholarship, and experiential learning, students are prepared to become accomplished musicians, thoughtful educators, collaborative artists, and engaged leaders who contribute meaningfully to their professions and communities.

For more than a century, music has been a defining part of the Waldorf University experience. Rooted in artistic excellence, the Music Department has prepared generations of musicians, educators, conductors, performers, and arts leaders whose influence extends throughout the nation. Building upon this distinguished legacy, the department continues to cultivate artistic achievement, intellectual growth, collaborative learning, and service through music while preparing graduates to carry forward Waldorf University's longstanding tradition of musical excellence.

Inspired by Waldorf University's Lutheran heritage and liberal arts tradition, the department values music as a means of intellectual inquiry, artistic expression, service, and community engagement. The Music Department is committed to educating the whole musician through individualized instruction, ensemble participation, classroom study, and transformative performance experiences. Guided by faculty who are active educators, performers, and scholars, students develop technical proficiency while strengthening artistic interpretation, critical thinking,

professional ethics, and an appreciation for the historical, cultural, and global significance of music. Students are encouraged to pursue excellence in their chosen area of study while embracing music as a lifelong practice.

Music at Waldorf University is more than a course of study; it is a community of dedicated to inspiring one another through collaboration, artistic excellence, and a shared commitment to serving others through music. Students engage in the study and practice of music through performance, scholarship, collaboration, and creative exploration. Students develop the ability to apply knowledge of music theory, history, literature, and cultural contexts; demonstrate technical and artistic skills within their chosen area of study; communicate effectively through musical expression; collaborate within diverse musical environments; and recognize the role of music as a significant form of human expression. Students also develop the leadership, professionalism, and interdisciplinary perspectives necessary to lead, support, and advance the continued creation, presentation, and stewardship of the musical arts.

Learning in the Music Department extends far beyond the traditional classroom. Students perform, rehearse, collaborate, create, conduct, compose, teach, and engage audiences through applied lessons, major ensembles, chamber groups, recitals, juried performances, interdisciplinary productions, community outreach, and public concerts. These experiential opportunities cultivate artistic excellence, confidence, professionalism, leadership, and the collaborative skills expected of today's musicians while preparing graduates to contribute meaningfully to the musical profession and their communities.

Consistent with Waldorf University's liberal arts tradition, the Music Department welcomes students of all academic disciplines and levels of musical experience. Non-music majors are encouraged to participate in ensembles, enroll in music courses, or pursue private instruction as part of a well-rounded educational experience. Through these opportunities, students enrich campus life while cultivating an enduring appreciation for music and the performing arts.

The Music Department offers the following undergraduate programs:

Bachelor of Arts
- Music
- Music Arts Management
- Music Performance (Vocal, Instrumental, or Piano)
- Music Technology

Bachelor of Science
- Music Education *(See the Education Department for program requirements.)*

Minor
- Music

Expectations of Music Majors
To promote artistic excellence, professional growth, and personal accountability, all music majors are expected to:
- Participate in a major ensemble each semester, as required by their degree program.
- Enroll in applied lessons each semester, as required by their degree program.
- Complete piano proficiency requirements, where applicable.
- Participate in departmental recitals, performances, and juried evaluations, as required by the curriculum.
- Complete recital requirements established by their degree program.
- Maintain professional standards of preparation, rehearsal, attendance, and performance.
- Participate actively in departmental activities, performances, and student organizations that support the musical and artistic community.

Bachelor of Arts in Music
The Bachelor of Arts in Music provides students with a comprehensive foundation in musicianship, performance, and the academic study of music while offering significant flexibility to pursue individualized academic and professional goals. Grounded in Waldorf University's liberal arts tradition, this program develops well-rounded musicians who understand music as both an artistic discipline and a field of intellectual inquiry.

Through coursework in music theory, aural skills, piano proficiency, music history, world music, conducting, arranging, technology, applied music study, and ensemble performance, students develop the knowledge, skills, and experiences necessary for continued growth as musicians. The program emphasizes the integration of musical understanding with practical application, allowing students to explore creativity, collaboration, performance, and scholarship.

The flexibility of the Bachelor of Arts in Music makes it particularly suited for students who wish to pursue interdisciplinary study, complete a double major, or tailor elective coursework toward specific academic and career interests. Students work with academic advisors to select courses and learning experiences that align with their individual goals, including opportunities for independent and directed study.

The program provides strong preparation for graduate study in music-related fields, including music theory, musicology, ethnomusicology, arts administration, and other advanced areas of study. Graduates are prepared to apply their musical knowledge and skills in a variety of professional settings while continuing to engage with music as performers, scholars, educators, and community contributors.

General Education Core Requirements **64 Cr.**

Music Major (core): **49 Cr.**

Music Theory and Aural Skills		**16 Cr**	
MUS 101	Theory I	3	
MUS 102	Theory II	3	
MUS 103	Aural Skills I	1	
MUS 104	Aural Skills II	1	
MUS 201	Theory III	3	
MUS 202	Theory IV	3	
MUS 203	Aural Skills III	1	
MUS 204	Aural Skills IV	1	
Keyboard Skills and Proficiency		**4 Cr**	
MSA 115	Piano Skills I	1	
MSA 116	Piano Skills II	1	
MSA 215	Piano Skills III	1	
MSA 216	Piano Skills IV	1	
Music History and Cultural Studies		**12 Cr**	
MUS 300	World Music	3	
MUS 301	Music History: Medieval & Renaissance		3
MUS 302	Music History: Baroque & Classical		3
MUS 318	Music History: Romantic & Contemporary		3
Conducting, Arranging, and Technology		**3 Cr**	
MUS 215	Conductor's Workshop I	2	
MUS 216	Arranging & Technology	1	
Applied Music and Recital Requirements		**8 Cr**	
MSA Applied Music Lessons		7 credits minimum (course numbers vary by instrument)	
MSA 313–316	Half Recital	1	

Students may elect to complete an additional recital experience through MSA 413–416 Full Recital, if desired.

Electives **6 Cr**

Elective coursework should be selected in consultation with the academic advisor and should support the student's academic interests, academic progression, career goals, and professional aspirations. Independent and Directed Study opportunities may be utilized according to Waldorf University's Academic Planning and Progression Policies, when appropriate.

Music Performance and Engagement Requirements

All Bachelor of Arts in Music students are required to:

- Participate in at least one ensemble each semester.
- Complete applied music lessons in their primary area of specialization as required by the degree program.

- Successfully complete the Piano Proficiency Examination.
- Participate in departmental performances and activities.
- Maintain professional standards of preparation, rehearsal, attendance, and performance.

Bachelor of Arts in Music with Performance Emphases (Vocal, Instrumental, or Piano)
The Bachelor of Arts in Music with Performance Emphases provides students with advanced preparation in vocal, instrumental, or piano performance while maintaining the breadth and flexibility of a liberal arts education. Designed for students seeking intensive development as musicians, the program combines individualized applied study, ensemble participation, academic coursework, and performance experiences to cultivate technical proficiency, artistic expression, and professional musicianship.

Students pursuing a Performance Emphasis develop specialized skills within their primary area of study while building a comprehensive understanding of music as an artistic discipline. Through coursework in performance techniques, pedagogy, literature, conducting, and musicianship, students develop the knowledge and abilities necessary for continued artistic growth, graduate study, and professional engagement in the musical arts. Building upon Waldorf University's longstanding history of musical excellence, the Performance Emphases continues the University's commitment to developing skilled musicians, thoughtful artists, and engaged contributors to the musical community.

Performance students demonstrate their development through recital experiences, departmental performances, studio seminars, and collaborative opportunities. These experiences foster confidence, discipline, communication, and the ability to contribute effectively within individual and ensemble settings.

Consistent with Waldorf University's liberal arts tradition, students pursuing a Performance Emphasis complete a minor in an additional academic discipline, allowing them to develop broader perspectives and complementary skills that enhance their artistic and professional goals.

General Education Core Requirements			**64 Cr.**
Music Major Performance Emphasis Requirements:			**47-48 Cr.**
Music Core Requirements:			**37-38 Cr.**
Music Theory and Aural Skills		**16 Cr**	
MUS 101	Theory I	3	
MUS 102	Theory II	3	
MUS 103	Aural Skills I	1	
MUS 104	Aural Skills II	1	
MUS 201	Theory III	3	
MUS 202	Theory IV	3	
MUS 203	Aural Skills III	1	
MUS 204	Aural Skills IV	1	
Keyboard Skills and Proficiency		**4 Cr**	
MSA 115	Piano Skills I	1	
MSA 116	Piano Skills II	1	
MSA 215	Piano Skills III	1	
MSA 216	Piano Skills IV	1	
Music History and Cultural Studies		**12 Cr**	
MUS 300	World Music	3	
MUS 301	Music History: Medieval & Renaissance		3
MUS 302	Music History: Baroque & Classical		3
MUS 318	Music History: Romantic & Contemporary		3
Conducting, Arranging, and Technology		**3 Cr**	
MUS 215	Conductor's Workshop I	2	
MUS 216	Arranging & Technology	1	
Recital Performance	**2 Cr**		
MSA 313–316	Half Recital	1	
MSA 413-416	Full-Recital	1	

Performance Emphasis Requirements:			10-11 Cr.
Vocal Performance Requirements		**10 Cr.**	
MUS 111A	Diction for Singers: English	0.5	
MUS 211B	Diction for Singers: Italian	0.5	
MUS 311A	Diction for Singers: German	0.5	
MUS 411B	Diction for Singers: French	0.5	
MUS 315	Conductor's Workshop II: Choral		2
MUS 331	Vocal Pedagogy	3	
MUS 382	Seminar: Choral Literature	1	
MUS 420	Vocal Literature	2	

Piano Performance Requirements		**11 Cr.**	
MSA 225	Collaborative Piano	2	
MUS 315	Conductor's Workshop II: Choral	2	
MUS 382	Seminar: Choral Literature	1	
OR			
MUS 316	Conductor's Workshop III: Instrumental	2	
MUS 384	Seminar: Instrumental Ensemble Literature		1
MUS 332	Piano Pedagogy	3	
MUS 421	Piano Literature	2	
MUE 363	Voice Skills	1	

Instrumental Performance Requirements		**10 Cr.**	
MUS 316	Conductor's Workshop III: Instrumental	2	
MUS 384	Seminar: Instrumental Ensemble Literature		1
MUS 333	Instrumental Pedagogy	3	
MUS 422	Instrumental Literature	2	
MUS 470	Instrument Repair & Maintenance	1	
MUE 363	Voice Skills	1	

Music Performance Experience Requirements

Students pursuing a Performance Emphasis within the Bachelor of Arts in Music are required to:

- Participate in at least one ensemble each semester.
- Complete 12–16 credits of applied music lessons (individual instruction in the student's primary area of specialization) throughout the program.
- Successfully complete the Piano Proficiency Examination.
- Participate in departmental performances and activities.
- Maintain professional standards of preparation, rehearsal, attendance, and performance.

Bachelor of Arts in Music with Technology Emphasis

The Bachelor of Arts in Music with a Technology Emphasis prepares students to become innovative musicians, creators, and audio professionals by combining a strong foundation in musical artistry with contemporary technologies used throughout today's music and media industries. The program integrates the study of music theory, aural skills, music history, applied lessons, and ensemble performance with digital media, audio production, recording techniques, music technology, and emerging creative technologies.

Students develop the musicianship expected of a Waldorf music graduate while gaining hands-on experience in recording, live sound reinforcement, digital audio workstations (DAWs), audio editing, podcast production, media technologies, and collaborative music production. Through practical coursework and supervised practicum experiences, students apply classroom knowledge by supporting campus performances, recording recitals and events, producing digital media, and completing creative projects that mirror professional practice.

Unlike traditional music degrees, the Music with Technology Emphasis is designed specifically for students whose professional interests extend beyond performance into music production, audio engineering, digital content creation, recording arts, media production, and technology-enhanced musical collaboration. While students continue to participate in major performing ensembles throughout the program, the curriculum emphasizes the creative and technical skills required by today's rapidly evolving entertainment, communications, and performing arts industries.

The program culminates in a senior capstone project that demonstrates each student's artistic, technical, and professional development through a comprehensive music technology project approved by the faculty.

Graduates are prepared for careers in recording studios, live event production, broadcast and streaming media, podcast production, houses of worship, arts organizations, educational settings, and entrepreneurial music enterprises. The program also provides excellent preparation for graduate study in music technology, audio production, recording arts, media communications, and related disciplines.

Program Distinctives

- Integrates music performance with contemporary music technologies.
- Hands-on experience in recording, audio production, and digital media.
- Real-world practicum supporting concerts, recitals, and campus productions.
- Study of digital audio workstations (DAWs), recording systems, and music technologies.
- Individual applied lessons with faculty mentorship.
- Participation in major performing ensembles throughout the degree.
- Senior capstone project showcasing professional-level music technology skills.

General Education Core Requirements			**64 Cr.**
Music Major Technology Emphasis Requirements:			**48 Cr.**
Music Theory and Aural Skills		**8 Cr**	
MUS 101	Theory I	3	
MUS 102	Theory II	3	
MUS 103	Aural Skills I	1	
MUS 104	Aural Skills II	1	
Keyboard Skills and Proficiency		**2 Cr**	
MSA 115	Piano Skills I	1	
MSA 116	Piano Skills II	1	
Music History and Cultural Studies		**9 Cr**	
MUS 300	World Music	3	
MUS 318	Music History: Romantic & Contemporary		3
MUS 342	History of Rock	3	
Conducting, Arranging, and Technology		**1 Cr**	
MUS 216	Arranging & Technology	1	
Music Technology and Digital Production		**10 Cr**	
COM 102	Digital Media	3	
COM 203	Podcasting	3	
COM/MUS 355	Music & Technology	4	
Professional Experience		**4 Cr**	
COM/MUS 452	Senior Capstone for Music Technology		4

Music Performance Experience Requirements

Students pursuing a Technology Emphasis within the Bachelor of Arts in Music are required to:

- Participate in at least one ensemble each semester, except when enrolled in COM/MUS 452 Senior Capstone for Music Technology
- Complete 7 credits of applied music lessons (individual instruction in the student's primary area of specialization) throughout the program.
- Complete 7 credits of COM/MUS 290 Music Technology Practicums throughout the program.
- Participate in departmental performances and activities.
- Maintain professional standards of preparation, rehearsal, attendance, and performance.

Bachelor of Arts in Music Arts Management

The Bachelor of Arts in Music Arts Management prepares students to lead, support, and advance organizations within the creative and performing arts industries. Combining study in music, business, communication, and arts administration, this interdisciplinary program develops students who understand both the artistic and operational dimensions of managing creative enterprises.

Through coursework in management, marketing, accounting, organizational behavior, digital communication, music history, world music, and the visual arts, students develop the knowledge and skills necessary to support artists, manage arts organizations, coordinate events, and promote cultural experiences. The program emphasizes the relationship between artistic creativity and effective leadership, preparing students to address the unique challenges and opportunities found within the arts industry.

Students gain practical professional experience through the Arts Management Internship, where they apply classroom knowledge in real-world settings related to arts administration, event coordination, performance venues, creative organizations, and related fields. The program prepares graduates for careers such as arts center administration, artist or ensemble management, event coordination, recording industry management, arts marketing, grant writing, stage and production management, and other positions within the creative arts sector.

Grounded in Waldorf University's liberal arts tradition, the Bachelor of Arts in Music Arts Management encourages students to become innovative and ethical leaders who understand the value of the arts and possess the necessary organizational skills to sustain and strengthen creative communities.

General Education Core Requirements **64 Cr.**

Music Major Arts Management (core): **45 Cr.**

Arts, Business, and Communication		**22 Cr**	
ART 311	History of Modern Art	3	
BUS 151	Computer Applications	3	
BUS 220	Principles of Accounting	4	
BUS 300	Principles of Management	3	
BUS 322	Marketing	3	
BUS 326	Organizational Theory and Behavior	3	
COM 101	Digital Core	3	
Music Studies		**14 Cr**	
MUS 101	Theory I	3	
MUS 102	Theory II	3	
MUS 103	Aural Skills I	1	
MUS 104	Aural Skills II	1	
MUS 300	World Music	3	
MUS 342	History of Rock	3	
Music History Elective		**3 Cr**	
Choose one:			
MUS 301	Music History: Medieval & Renaissance	3	
MUS 302	Music History: Baroque & Classical	3	
MUS 318	Music History: Romantic & Contemporary	3	
Professional Experience		**6 Cr**	
MUS 434 Arts Management Internship		6	

Additional Music Arts Management Experience Requirements
Students pursuing the Bachelor of Arts in Music Arts Management are required to:

- Complete the Waldorf University Core Curriculum.
- Participate in a Music Department ensemble each semester.
- Participate in departmental activities and performances that support the musical community.
- Maintain professional standards of preparation, collaboration, and engagement within the department.

Bachelor of Science in Music Education (See the Education Department for Details)

Music Minor

The Music Minor provides students with the opportunity to develop foundational knowledge, musical skills, and performance experiences while complementing their primary area of academic study. Through coursework in music theory, aural skills, keyboard proficiency, music history, and performance, students explore music as both an artistic discipline and a form of human expression.

Designed for students pursuing degrees outside of Music, the minor encourages interdisciplinary learning while allowing students to develop musicianship, creativity, and a deeper appreciation for the cultural and historical significance of music. Through applied lessons, ensemble participation, and academic study, students engage with music as performers, scholars, and lifelong learners.

Music Minor Requirements ..... 23 Cr.

Music Theory and Musicianship		**8 Cr**
MUS 101	Theory I	3
MUS 102	Theory II	3
MUS 103	Aural Skills I	1
MUS 104	Aural Skills II	1
Keyboard Skills		**2 Cr**
MSA 115	Piano Skills I	1
MSA 116	Piano Skills II	1
MUS Electives		**6 Cr**
Applied Music and Ensemble Participation		**4 Cr**
MSA Applied Lessons (NO more than two instruments)		2
MSA Major Ensembles		2

Music History and Cultural Studies		**3 Cr**
Select one:		
MUS 300	World Music	3
MUS 301	Music History: Medieval & Renaissance	3
MUS 302	Music History: Baroque & Classical	3
MUS 318	Music History: Romantic & Contemporary	3
MUS/HIS 342	History of Rock	3

Music Opportunities for Non-Music Majors

Students pursuing degrees outside of Music are encouraged to participate in the musical life of Waldorf University through ensemble participation, group or individual instruction, and enrollment in music courses. These opportunities allow students to develop musical skills, explore artistic expression, fulfill elective requirements, and expand their understanding of the arts and their role in culture and society.

The Music Department welcomes students of all backgrounds and experience levels. Whether students are continuing previous musical training or beginning a new area of study, participation in music provides opportunities for creativity, collaboration, personal growth, and lifelong appreciation of the performing arts.

Students may participate in the following ensembles:

- MSA 100C Waldorf Choir 0.5 credit per semester
- MSA 100D Percussion Ensemble 0.5 credit per semester
- MSA 100J Jazz Ensemble 0.5 credit per semester
- MSA 100SC Schola Cantorum 0.5 credit per semester
- MSA 100W Wind Symphony 0.5 credit per semester

Students may enroll in group instruction courses, including:

- MSA 110 Functional Piano 1 credit
- MSA 113 Class Voice 1 credit
- MSA 140 Functional Guitar 1 credit

Students may pursue individual instruction through non-major applied lessons:

- MSA 171 Lessons, Non-Major, 30 minutes 1 credit
- MSA 172 Lessons, Non-Major, 60 minutes 2 credits

Individual lessons are designated using the MSA course prefix, lesson level, and an instrument-specific letter suffix.
Examples:

- MSA171AS Lesson, Non-Major, 30 minutes, Alto Saxophone
- MSA171P Lesson, Non-Major, 30 minutes, Piano
- MSA172D Lesson, Non-Major, 60 minutes, Percussion

Applied music lesson suffixes include:

- Alto Saxophone (AS)
- Clarinet (C)
- Euphonium (EP)
- Flute (F)
- French Horn (FH)
- Guitar (G)
- Harpsichord (H)
- Organ (O)
- Percussion (D)
- Piano (P)
- Strings (S)
- Trombone (TB)
- Trumpet (T)
- Tuba (TU)
- Voice (V)

Students outside of the Music major may also enroll in music courses as part of their elective coursework, when prerequisites and enrollment requirements are met.
Examples include:

- MUS 101 Music Theory I — 3 credits
- MUS 102 Music Theory II — 3 credits
- MUS 300 World Music — 3 credits
- MUS 318 Music History: Romantic & Contemporary — 3 credits
- MUS/HIS 342 History of Rock — 3 credits

PHILOSOPHY

Philosophy courses at Waldorf engage students in a study of the meaning and values of life in an effort to assist them in the development of their own reason for living.

PHYSICAL EDUCATION, HEALTH, AND RECREATION

The Department of Education offers a K-12 Physical Education degree plus Endorsements. The Health Promotions and Exercise Science Department offers supporting coursework for other majors and required coursework for all students planning to earn a degree from Waldorf. Please feel free to review their section in the catalog to find out more.

For students pursuing a degree from Waldorf, there is a one-credit physical education activities requirement which consists of two different half credit lifetime activity courses. (Credit for varsity athletics does not meet this requirement.)

Coaching authorization for various states may be obtained by taking the following four courses: PED251, PED272; PED271 or BIO155; and PSY144. PED170 is strongly recommended. For more information regarding Iowa's Coaching Authorization, you may contact them at *iahsaa.org/information/coaches*

Physical Education (K–12) Majors: See the Physical Education Section under Education for more information.

PHYSICS

Physical science and physics courses aim to explain and develop an appreciation for basic concepts and principles, to develop skills in problem-solving and laboratory measurement, and to develop in the student an

understanding of contemporary scientific issues. Non-science majors can take PHY151 Physical Science to satisfy the Core Curriculum requirement.

POLITICAL SCIENCE

Courses in political science encourage responsible citizenship and are especially recommended for those entering a career in law, public administration, law enforcement, civil service, or teaching. A political science history major is available with a listing of required coursework in the History section of the catalog.

Minor: The Political Science minor requires completion of POL 112, HIS 201, HIS 202, and 12–15 credits of political science electives selected from the remaining political science course offerings. Students may substitute CRJ360 and CRJ395 as political science electives.

PRE-LAW

Waldorf University prepares its students for a life of service through a wide variety of professions. One opportunity to serve which many students pursue is through the legal professions. Law schools do not require a pre-law degree for admission to their programs. What matters in law school admissions is overall academic accomplishment in a rigorous program, grades on the Law School Admissions Test (LSAT), written recommendations, and a personal statement. Students interested in pursuing a degree and career in the legal profession are advised to major in any discipline that interests them and will challenge them academically. To fully develop the skills necessary a specific underlying pre-law track has been developed to provide students with a variety of skills in criminal justice, English, history, political science, and philosophy. This track is designed to be completed in conjunction with the requirements of a B.A. or B.S. in one of the over-arching areas.

Admission into law school is highly competitive and difficult to attain. Successful students must demonstrate their competence with high grades and also earn high scores on the LSAT. Students also can strengthen their preparation with additional experiences. Waldorf places a high value on internships and undergraduate research experiences. Acquiring such experiences helps a student learn to apply what he/she has learned in the classroom, demonstrates the student's critical thinking skills, and is personally very rewarding to the student. Additionally, students completing the pre-law track at Waldorf will meet regularly throughout their studies and be provided with a letter of recommendation upon completion from a contingent of faculty representing the various parts of the program.

For students interested in preparing for law school Waldorf University offers a pre-law track to be taken in conjunction with any academic major, although students are advised to major in one of the emphasized areas.
The program is not itself a major because it does not include all the other requirements necessary to complete a Bachelor's degree at Waldorf University. Students wishing to complete the program must choose a departmental major and work with their advisor to incorporate the requirements of the program into that department's curriculum.

Pre-Law Guidelines:

Required Courses: POL112, POL410; REL205; 6 hours of internship within the legal profession, and two of the following six sequences: BUS410 and COM441; ECO251 and ECO252; MTH101 and MTH203; SOC221 and SOC222; PHL271 and PHL 272; or PHY221 and PHY222.

Criminal Justice..... 12 Cr

CRJ 330	Judicial Process	3
CRJ 360	Criminal Law	3
CRJ 395	Constitutional Law	3
CRJ 400	A Diversity & Ethics in Criminal Justice	3

English ..... 13 Cr

ENG 230	Advanced Composition	3
ENG 235	Technical Communications	3
ENG 240	Literary Analysis	1

Choose one of the following combinations for a total of 6 credit hours:

ENG 341	American Literature to 1865	3
ENG 342 OR ENG 351	American Literature 1865 to Present British Literature I: Beowulf to 18th Century	3
ENG 352	British Literature II: Romantic Era to Contemporary	3

History ..... 12 Cr.

HIS 201	U.S. History to 1877	3
or HIS 202	U.S. History Since 1877	3
HIS 210	Methods of History	3
HIS 300+	Elective	3
HIS 300+	Elective	3

Political Science ..... 12 Cr.

POL 112/POL 1010	American Government	3
POL 2000	Introduction to Political Science	3
POL 2010	American State and Local Politics	3
POL 410	American Law	3

Philosophy ..... 3 Cr.

PHL 272	Philosophy	3

PSYCHOLOGY

B.A. PSYCHOLOGY

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. By the very nature of the profession, psychology is a service vocation. This fits well with Waldorf's mission of preparing students for "lives of service." A Bachelor of Arts degree in psychology prepares students to be well-rounded, educated individuals as it reflects many of the goals of a liberal arts education by providing a knowledge base, thinking skills, analytical reasoning, interpersonal skills, and ethical values. In addition, students will gain skills in conducting research and evaluating information in accordance with American Psychological Association principles. Psychology majors are prepared to pursue graduate and professional programs in psychology, where they could further specialize in a variety of areas in psychology including clinical, experimental, developmental, social, cognitive, human factors, sports, industrial/organizational, health, and forensics. They are also prepared for further education in areas such as medicine, law, social work, nursing, and ministry.

Some psychology majors directly enter the job market in positions related to psychology, including case managers, childcare workers, corrections or parole officers, mental health technicians, political campaign

workers, public relations specialists, and social services workers. Others with Bachelor's degrees find positions in jobs that at first glance do not seem directly related to psychology, such as advertising agents, college admissions officers, congressional aides, customer service representatives, human resources workers, law enforcement officers, insurance agents, marketing researchers, restaurant managers, public relations experts, and loan officers.

Given the vast array of career opportunities, students may find that psychology is a good complement to a number of other majors or minors offered at Waldorf, such as Business, Communications, Criminal Justice, Education, Health Promotion & Exercise Science, Humanities, History-Political Science, English, and Theatre.

A.A. Major: The AA in Psychology major requires completion of the major core courses of PSY100, PSY111, PSY144, PSY222, PSY322, and PED170.

B.A. Major: The Psychology major requires the completion of 48 total credits consisting of foundations (I), core content (II), and elective (III) courses. I. All students must complete PSY 100; PSY 111; PSY 360; PSY 361; PSY 499 and MTH 201. II. Students must complete the following courses representing five (5) core content areas: Developmental Psychology (PSY 144); Social Psychology (PSY 222); Cognitive Psychology (PSY 311); Biological Psychology (PSY 230); and Individual Differences (PSY 322). III. Students must take 15 credits of psychology electives, selecting from those not being used to satisfy area II and the remaining psychology course offerings. Note: Students may apply up to six (6) total credits combined of PSY 495/496. Any additional credits in these courses would be considered general electives and not part of the major.

Double Major: Many psychology students choose to double major in related fields to pair with their psychology degree (e.g. criminal justice, biology, health promotion & exercise science, etc.). Students who wish to double major must complete the required courses for both majors with 15 credits in each major not being applied to the other major.

Minor: The Psychology minor requires completion of PSY 111; PSY 360; MTH 201 and 12 credits of psychology electives selected from the remaining psychology course offerings.

General Education Core Requirements..... 64 Cr.

Psychology B.A. Major Requirements ....48 Cr.

The following foundation courses are required:

MTH 201	Elementary Statistics	4
PSY 100	Orientation to Psychology	1
PSY 111	General Psychology	3
PSY 360	Introduction to Research Methods	3
PSY 361	Advanced Research Methods	4
PSY 499	Senior Capstone	3

The following core content courses are required:

PSY 144	Human Growth and Development	3
PSY 222	Social Psychology	3
PSY 311	Cognitive Psychology	3
PSY 230	Biological Psycholoy	3
PSY 322	Psychological Disorders	3

PSY Electives

PSY	Choose five (5) Psychology Electives	15

Grand Credit Total..... 124

Psychology Minor Requirements……22 Cr.

MTH 201	Elementary Statistics	4
PSY 111	General Psychology	3
PSY 360	Introduction to Research Methods	3
PSY	Choose four (4) Psychology Electives	12

A.A. PSYCHOLOGY

Psychology is the study of behavior and mental processes. Waldorf's A.A. in Psychology degree provides the opportunity for students to explore this field beyond the general psychology course. Students will learn about social and psychological disorders, and developmental psychology. For the remaining credits, students may select from a wide variety of psychology courses.

Core Requirements **47 Cr.** Psychology Program Required Courses 17 Cr.

PSY100	Orientation to Psychology	1
PSY 111	General Psychology	3
PSY 144	Human Growth & Development	3
PSY 222	Social Psychology	3
PSY 322	Psychological Disorders	3
PED170	First Aid/CPR/AED	1
PSY	Choose one (1) Waldorf PSY Elective	3
	Grand Total:	64

RELIGION

The Religion Department plays a central role in the Liberal Arts education offered by Waldorf University. The department challenges students to think and see life and the world in new ways as well as to consider the deepest questions of purpose and meaning. Finally, the department asks each student to deeply consider why he or she is on this earth. No student at Waldorf is allowed to avoid these questions.

A religion minor can accompany any major offered by the college and may give the student a larger perspective in which to understand life, one's work, and how one approaches one's work. In a world where the demand for non-ordained church workers is rapidly growing, a religion minor will provide a foundation for those students who may be seeking to work for the church in a non-ordained capacity. The Religion minor will also do much to help those students who are preparing for seminary and advanced academic work in religion.

Refer to the Church Professions section of the catalog for the list of suggested courses for Pre-Seminary. A minor in Religion requires the completion of 21 credit hours in Religion and Philosophy, including REL103; a minimum of one course from Historical/Theological (REL206, REL336, PHL271, or PHL272) and a minimum of one course from Applied Religions (REL205, REL306, REL330, REL400, REL435, or REL450).

Religion minors are strongly encouraged to seek foreign language opportunities.

Religion Minor Requirements ..... 21 Cr.

REL 103	Introduction to Biblical Literature	3

One course from the following:

REL 206	World Religions	3
REL 336	Introduction to the Muslim World	3

PHL 271	Philosophical Ethics	3
PHL 272	Introduction to Philosophy	3

One course from the following:

REL 205	Contemporary Ethical Issues	3
REL 306	Gender & Sexuality in World Religions	3
REL 330	Music and Worship and the Lutheran Tradition	3
REL 400	Ethics and Religion Diversity in Public and Private Education	3
REL 435	Religion and Career Values	4
REL 450	Religion and the Arts	3

SOCIOLOGY

Sociology is the scientific study of human social life introducing students to a better understanding of the social world and how human beings come to think and act as they do. Sociology courses support the core curriculum by providing insight and analysis into the workings of society, the family, and the legal system.

SPANISH

Courses in the Spanish department seek to develop both communicative competence and cultural awareness. The department assists students in determining their optimum level of entry. The Spanish minor requires completion of 21 semester credit hours (or equivalent) which includes SPN101, SPN102, SPN201, SPN202, SPN203, SPN204 and SPN450.

Spanish Minor Requirements ..... 21 Cr.

SPN 101	Elementary Spanish	4
SPN 102	Elementary Spanish	4
SPN 201	Intermediate Spanish	3
SPN 202	Intermediate Spanish	3
SPN 203	Intermediate Spanish Conversation	3
SPN 204	Intermediate Spanish Conversation	3
SPN 450	Capstone	1

SPEECH

Competence in oral communication is the primary objective of speech course offerings. They are an appropriate component for consideration in nearly every curriculum.

SPORT MANAGEMENT (A.A./B.A)

SPORT MANAGEMENT (B.A.) The Bachelor of Arts (B.A.) in Sport Management degree offered at Waldorf University will include the core curriculum courses and Sport Management courses, including a 6+ credit hour internship, as well as, specific courses from the SMT department. The Sport Management major allows future professionals of the industry to be aware of the needs and skills they must acquire, in the form of broad sport topics and content, to be successful in the sport management industry of today and tomorrow. *Students double majoring in SMT and another Waldorf University residential degree are allowed to pick which internship*

(minimum of 6 credit hours) and senior seminar (if offered in another degree) from either degree they want to enroll in, which will cover both degrees' requirements for completion.

SPORT MANAGEMENT (A.A.) The Associate of Arts in Sport Management degree offered at Waldorf University will include core curriculum courses and specific sport management introductory courses that highlight the sport management industry. This Sport Management degree allows future professionals to become introduced to themes and ideas that will establish a base knowledge for those looking to further their education within the industry or enter into it from an entry-level position.

Sport Management Program Learning Outcomes:

A.A. Sport Management
PLO 1.A. Students will be able to understand the laws of supply and demand as applied to sport.
PLO 1.B. Students will be able to prepare and interpret financial statements and use common applications as tools for quantitative reasoning and problem-solving.
PLO 2.A. Students will be able to create a sport marketing plan.
PLO 3.A. Students will be able to critique sport sociology professional literature.

B.A. Sport Management
PLO 1.A. Students will be able to understand the laws of supply and demand as applied to sport.
PLO 1.B. Students will be able to prepare and interpret financial statements and use common applications as tools for quantitative reasoning and problem-solving.
PLO 2.A. Students will be able to organize project teams and effectively demonstrate team development and collaboration.
PLO 2.B. Students will demonstrate theoretical knowledge related to leadership and management theories.
PLO 3.A. Students will be able to create a sport marketing plan.
PLO 4.A. Students will be able to conduct an overall athletic facility evaluation, determine priorities, and make recommendations for facility planning.
PLO 4.B. Students will be able to describe the professional safety standards for sport facilities.
PLO 5.A. Students will be able to critique sport sociology professional literature.
PLO 5.B. Students will demonstrate a professional knowledge of sport history and be in a position to draw lessons from it.

Major (B.A.): The BA in Sport Management major requires completion of the major core courses of BUS 155, BUS 220, BUS 300, BUS 322, ECO 251 *or* ECO 252 (*Only need one ECO course*), SMT 120, SMT 270, SMT 280, SMT 390, SMT 400, SMT 410, SMT 420, SMT 430, SMT 433, and SMT 495.

Major (A.A.): The AA in Sport Management major requires completion of the major core courses of BUS 155, ECO 251 *or* ECO 252 (*Only need one ECO course*), SMT 120, SMT 270, and SMT 280.

Minor: A minor in Sport Management requires completion of the specific courses including BUS 220, BUS 300, SMT 120, SMT 390, and SMT 410; along with one of the following OPTIONS from within the courses of: *SMT 270, SMT 280*, ***SMT 400, SMT 420, and SMT 430***. Option #1- One *200+* Course & One 400+ Course ***or*** Option #2- Two ***400+*** Courses.

B.A, Sport Management

B.A. General Education Core Requirements……..64 Cr.

B.A. Sport Management Major Requirements ..... 49 Cr.

BUS 155	Computer Applications	3
BUS 220	Principles of Accounting	4
BUS 300	Principles of Management	3

BUS 322	Marketing	3
ECO 251 OR ECO 252	Macroeconomics Microeconomics	3
SMT 120	Introduction to Sport Management	3
SMT 270	Sociology of Sport	3
SMT 280	Sport Public Relations and Promotions	3
SMT 390	Sport Fundraising	3
SMT 400	Sport Facilities	3
SMT 410	Sport Administration	3
SMT 420	Sport Finance	3
SMT 430	Sport Legal Liability and Risk Management	3
SMT 433	Senior Seminar in Sport Management	3
SMT 495	Sports Management Internship	6-12

A.A. Sport Management

A.A. General Education Core Requirements…….. 46 Cr.

A.A. Sport Management Major Requirements ..... 18 Cr.

BUS 155	Computer Applications	3
ECO 251 OR ECO 252	Macroeconomics Microeconomics	3
SMT 120	Introduction to Sport Management	3
SMT 270	Sociology of Sport	3
SMT 280	Sport Public Relations and Promotions	3

Sport Management Minor Requirements ..... 22 Cr.

BUS 220	Principles of Accounting	4
BUS 300	Principles of Management	3
SMT 120	Introduction to Sport Management	3
SMT 390	Sport Fundraising	3
SMT 410	Sport Administration	3

Pick one option: Option #1- One *200+* Course & One 400+ Course *or* Option #2- Two ***400+*** Courses

SMT 270	Sociology of Sport	3
SMT 280	Sport Public Relations and Promotions.	3
SMT 400	Sport Facilities	3
SMT 420	Sport Financing	3
SMT 430	Sport Legal Liability and Risk Management	3

TECHNICAL WRITING

Prepare for professional writing and enhance your resume by earning a Certificate in Technical Writing from Waldorf University. The Certificate in Technical Writing provides practical instruction for writing in the workplace with an emphasis on genre, purpose, and document design. Students will learn to incorporate statistics and other data and improve their grammar to compete in today's highly competitive workforce. Students will also

obtain practical experience in collaborative writing and using technology to write and communicate more effectively and efficiently.

Technical Writing Certificate Program Learning Outcomes:

PLO 1. Identify theses/main ideas of primary texts.
PLO 2. Identify genres of primary texts.
PLO 3. Identify and describe in writing the context for primary texts (e.g. social, political, or economic).
PLO 4. Clearly state a thesis in research-based and non-research-based papers or projects.

Students must choose a minimum of 11 hours from the following courses and earn a B or better in ENG 120 to meet the certificate requirements:

ENG 120	Composition I: Reading & Writing	3
ENG 205	English Grammar	3
ENG 230	Advanced Composition	3
ENG 235	Introduction to Technical Writing	3

Choose 1 course from the following:

BUS 330	Business Communications	3
COM 102	Digi-Com	3
COM 104	News Gathering	3
COM 302	Publication Design	3
COM 318	Editing	3

THEATRE ARTS

Theatre is the disciplined study of humanity through performance, imagination, and shared experience. It invites individuals to explore history, culture, faith, ethics, and the complexities of the human condition while cultivating empathy, creativity, intellectual curiosity, and purposeful expression. As both an art and a vocation, theatre challenges students to communicate truth, inspire reflection, and enrich society through collaborative creativity and lifelong learning.

The Department of Theatre prepares graduates for lives of artistic excellence, professional achievement, and meaningful service through the transformative study and practice of the dramatic arts. Grounded in the University's liberal arts tradition and the humanities, the department integrates scholarly inquiry with experiential learning through rigorous academic instruction, immersive production experiences, and opportunities to explore theatre as the intersection of creativity, scholarship, faith, and reason. Through the exploration of the human experience, students are prepared to become artists, educators, scholars, and leaders who advance the theatrical profession while contributing thoughtfully to the communities they serve.

The Department of Theatre believes that theatre is both an artistic vocation and a profound exploration of the human experience. Through performance, storytelling, design, scholarship, and collaboration, students examine the complexities of the human condition while developing the intellectual, creative, and ethical foundations necessary for lives of leadership, service, and professional achievement. Grounded in the University's liberal arts tradition, the department fosters an educational environment where spirituality and reason intersect, preparing graduates to think critically, create purposefully, and contribute meaningfully to their communities and the theatrical profession.

The Department of Theatre prepares graduates through rigorous academic study, immersive production experiences, and meaningful artistic collaboration. Students are challenged to cultivate excellence in performance, design, scholarship, leadership, and creative expression while developing the adaptability and professional competencies required for careers in the performing arts, arts administration, education, and related disciplines. The department affirms theatre not only as an enduring art form but also as a powerful means of interpreting, expressing, and enriching the human condition.

The Department of Theatre has established five Program Learning Outcomes (PLOs) that every Theatre graduate should demonstrate, regardless of specialization. Each outcome is designed to be observable, measurable, and aligned with the department's mission.

1. **Demonstrate Artistic and Technical Proficiency** by applying artistic, technical, and collaborative practices across performance, production, design, directing, playwriting, dramaturgy, and related creative disciplines.
2. **Apply Scholarly Inquiry to Theatrical Practice** by analyzing dramatic literature, theatrical history, and cultural traditions to inform creative decision-making and articulate theatre's significance as a reflection of the human experience.
3. **Create Through Collaborative Processes** by employing effective communication, leadership, and collaboration while contributing to the planning, rehearsal, production, and evaluation of theatrical works.
4. **Integrate Theory with Experiential Learning** by synthesizing classroom knowledge with experiential learning through productions, practica, internships, recitals, and other professional experiences.
5. **Demonstrate Professionalism, Ethical Responsibility, and Service** by exhibiting professionalism, ethical decision-making, and a commitment to lifelong learning while using the dramatic arts to enrich communities and contribute meaningfully to the profession.

The department offers three Bachelor of Arts degree programs. The Bachelor of Arts in Theatre Arts includes emphasis tracks in Performance (Acting/Directing), Design Technologies, Dramaturgy, Playwriting, Drama and Psychology, and Media Design. Students may also pursue the Bachelor of Arts in Musical Theatre or the Bachelor of Arts in Theatre Arts Management, each providing specialized preparation for professional practice and advanced study.

Students may further broaden their academic experience by completing one of three minors: Theatre Arts, Children's Theatre, or Shakespeare.

Students enrolled in the Bachelor of Science in Secondary Education program may also complete Endorsement 168: Grades 5–12 Speech Communications/Theatre for Iowa Teacher Licensure. Upon successful completion of the endorsement requirements, the endorsement is recorded on the student's academic transcript. Students should consult the Education section of this catalog for additional information regarding licensure requirements.

The theatre curriculum is grounded in the humanities, fostering intellectual inquiry into the history, literature, theory, and cultural significance of the dramatic arts while cultivating the artistic, technical, and collaborative skills essential to theatrical practice. Classroom instruction is intentionally integrated with experiential learning through productions, technical theatre, collaborative projects, and scholarly research. Many courses are intentionally synchronized with the department's production season, enabling students to apply theoretical knowledge in authentic rehearsal, performance, and production environments. Theatre courses are open to all students who satisfy applicable prerequisites. THR 132: Acting I fulfills the University's General Education Speech requirement for all majors.

Bachelor of Arts in Theatre Arts (with an emphasis in _____)

General Education Core Requirements		**64 Cr.**
Theatre Arts Major (core):		**33 Cr.**
THR 132	Acting I	3
THR 300	Directing I	3
THR 385	Playwriting	3
THR 400	Theatre Company	3
THR 450	Theatre Capstone	3
THR 495	Theatre Internship	9
THR 280/380/480	Theatre Practica	8
Two Courses from the Following		6 Cr.
THR 315	Classical Theatre	3
THR 320	Elizabethan and Restoration Theatre	3
THR 325	American Musical Theatre	3

Performance (Acting/Directing) Emphasis — 15 Cr.

The Performance (Acting/Directing) emphasis prepares students to become versatile theatre artists through the integration of acting, directing, stagecraft, and collaborative production practices. Grounded in the humanities, the curriculum explores dramatic interpretation, performance techniques, and the creative processes that bring theatrical works to life. Through alignment with the department's production season, students apply classroom learning through authentic rehearsal, performance, and production experiences. Graduates will be prepared for continued study or careers in theatre, education, community theatre, and related creative fields.

THR 140	Introduction to Stagecraft	3
Three Courses from the Following		9 Cr
THR 146	Introduction to Theatrical Design	3
THR 242	Stage Management	3
THR 341	Special Topics in Theatre Design	3
THR 360	Scenic & Properties Design	3
THR 361	Lighting Design	3
THR 362	Costume Design	3
One Courses from the Following		3 Cr
THR 232	Acting II	3
THR 301	Directing II	3
THR 332	Acting III	3

Design Technologies Emphasis — 18 Cr.

The Design Technologies emphasis prepares students to become theatre designers and production professionals through the integration of artistic vision, technical skill, and collaborative practice. Grounded in the humanities, the curriculum explores scenic, lighting, costume, and production design while developing the creative and technical skills necessary to support theatrical storytelling. Through alignment with the department's production season, students apply classroom learning through authentic design and production experiences. Graduates will be prepared for continued study or careers in theatre design, production, education, and related creative fields.

THR 140	Introduction to Stagecraft	3
THR 146	Introduction to Theatrical Design	3
THR 341	Special Topics in Theatre Design	3
Two Courses from the Following		6 Cr
THR 242	Stage Management	3
THR 360	Scenic & Properties Design	3
THR 361	Lighting Design	3
THR 362	Costume Design	3
One Courses from the Following		3 Cr
THR 460	Scenic Design II	3
THR 461	Lighting Design II	3
THR 462	Costume Design II	3

Playwriting Emphasis 15 Cr.

The Playwriting emphasis prepares students to create compelling theatrical works through the integration of dramatic writing, performance, and directing. Grounded in the humanities, the curriculum explores storytelling, character development, theatrical structure, and the collaborative processes that transform written works into performance. Through alignment with the department's production season, students develop and refine their creative work within authentic theatrical environments. Graduates will be prepared for continued study or careers in playwriting, theatre, education, and related creative fields.

THR 200	Creative Dramatics	3
THR 232	Acting II	3
THR 301	Directing II	3
THR 332	Acting III: Styles	3
THR 385	Playwriting (Must repeat one playwriting course)	3

Dramaturgy Emphasis 15 Cr.

The Dramaturgy emphasis prepares students to engage theatre as scholars, artists, and collaborators through the study of dramatic works, theatrical traditions, and production practices. Grounded in the humanities, the curriculum explores performance analysis, historical and cultural contexts, and the collaborative processes that shape theatrical storytelling. Through academic study and production engagement, students develop the skills necessary to support creative interpretation and the development of theatrical works. Graduates will be prepared for continued study or careers in dramaturgy, theatre, education, research, and related creative fields.

Two Courses from the Following		6 Cr
THR 140	Introduction to Stagecraft	3
THR 146	Introduction to Theatrical Design	3
THR 242	Stage Management	3
All Courses from the Following		9 Cr
THR 332	Acting III: Styles	3
THR 340	Theatre Special Topics	3
THR 415	Theatre Travels	3

Drama and Psychology Emphasis 18 Cr

The Drama and Psychology emphasis prepares compassionate, skilled professionals to use the dramatic arts to promote mental and emotional wellness. Grounded in both theatre and psychology, the curriculum integrates theoretical and practical learning to provide a strong foundation for graduate study in Drama Therapy at a North American Drama Therapy Association (NADTA) accredited institution in the United States or Canada. Upon completion of the program, students will understand how theatre and psychology intersect to advance the study of human behavior.

PSY 111	General Psychology	3
PSY 144	Human Growth and Development	3
PSY 360	Research Methods	3
PSY 422	Counseling Methods	3
THR 146	Introduction to Theatrical Design	3
THR 200	Creative Dramatics	3

Media Design Emphasis 18 Cr

The Theatre: Media Design emphasis prepares students for careers in theatrical media design by integrating theatre and digital design. Through comprehensive theoretical and applied experiences, students develop the artistic and technical skills needed to create digital media for community, educational, and professional theatre.

COM 101	Graphic Design	3
COM 201	Visual Theory	3
COM 301	Publication Design	3
COM 401	Web Design	3
THR 146	Introduction to Theatrical Design	3
THR 200	Creative Dramatics	3

Bachelor of Arts in Theatre Arts Management

The Bachelor of Arts in Theatre Arts Management prepares students to become thoughtful leaders and stewards of the performing arts by integrating artistic collaboration with professional management practices. Building upon the Department of Theatre's commitment to artistic excellence and the exploration of the human condition, the program develops graduates who are equipped to sustain, promote, and advance theatrical organizations through leadership, innovation, and service.

Grounded in Waldorf University's liberal arts tradition and experiential learning philosophy, students examine the artistic, administrative, operational, and financial dimensions of theatrical production through rigorous academic study and immersive production experiences. Coursework emphasizes stage management, production planning, organizational leadership, budgeting, marketing, audience development, arts advocacy, and organizational communication while cultivating the critical thinking, ethical decision-making, and collaborative leadership essential to successful arts administration.

Graduates are prepared for careers in stage management, theatre company administration, performing arts management, production coordination, venue operations, arts programming, and leadership positions within educational, community, and professional arts organizations. The program also provides a strong academic foundation for graduate study and continued professional development in arts administration, nonprofit leadership, and related disciplines.

General Education Core Requirements		**64 Cr.**
Theatre Arts Management Major (core):		**51 Cr.**
BUS 220	Accounting	4
BUS 300	Principles of Management	3
BUS 322	Marketing	3
BUS 326	Organizational Theory and Behavioral	3
COM 101	Graphic Design	3
THR 132	Acting I	3
THR 300	Directing I	3
THR 342	Theatre Management	3
THR 385	Playwriting	3
THR 400	Theatre Company	3
THR 450	Theatre Capstone	3
THR 495	Theatre Internship	9
THR 280/380/480	Theatre Practica	2
Two Courses from the Following		**6 Cr.**
THR 315	Classical Theatre	3
THR 320	Elizabethan and Restoration Theatre	3
THR 325	American Musical Theatre	3
THR 330	20th Century Theatre	3

Bachelor of Arts in Musical Theatre

The Bachelor of Arts in Musical Theatre celebrates the intersection of music, theatre, and storytelling through an integrated program of artistic study and practice. Rooted in the liberal arts and humanities, the curriculum explores the performer as both artist and scholar, developing students' abilities in acting, vocal performance, musicianship, theatrical collaboration, and creative expression.

Through applied voice instruction, music theory, aural skills, acting, directing, design, musical theatre history, performance opportunities, and production experiences, students develop the comprehensive skills required of contemporary musical theatre artists. With a culminating capstone experience and internship, students connect

academic study with practical application while preparing for continued study or careers in performance, education, theatre, and related creative fields.

General Education Core Requirements		**64 Cr.**
Musical Theatre Major (core):		**53 Cr**
MSA 183	Music Applied Studies	8
MSA 184	Music Applied Studies	6
MSA 313	Half Recital, Voice	1
MSA 413	Full Recital, Voice	2
MUS 101	Theory I	3
MUS 102	Theory II	3
MUS 103	Aural Skills I	1
MUS 104	Aural Skills II	1
MUS 111	Diction for Singers	1
THR 132	Acting I	3
THR 146	Introduction to Theatrical Design	3
THR 300	Directing I	3
THR 325	American Musical Theatre	3
THR 333	Musical Theatre Performance	3
THR 450	Theatre Capstone	3
THR 495	Theatre Internship	9

Theatre Minors

The Department of Theatre offers minors that enrich a student's liberal arts education through the study and practice of the dramatic arts. Grounded in the humanities, each minor integrates scholarly inquiry with experiential learning through performance, production, and creative collaboration. Designed to complement a wide range of academic majors, the curriculum cultivates creativity, communication, critical thinking, and an appreciation for theatre as both an artistic discipline and a reflection of the human experience.

Theatre Arts Minor — 24 Cr.

The Theatre Arts minor introduces students to the dramatic arts through the study of performance, production, design, directing, playwriting, and theatrical history. Grounded in the humanities, the curriculum integrates scholarly inquiry with experiential learning through classroom instruction, theatre practicum, and participation in the department's production season. Designed to complement a wide range of academic disciplines, the minor cultivates creativity, communication, collaboration, and an appreciation for theatre as both an artistic discipline and a reflection of the human experience.

THR 132	Acting I	3
THR 140	Introduction to Stagecraft	3
THR 146	Introduction to Theatrical Design	3
THR 300	Directing I	3
THR 385	Playwriting	3
THR ???	A Theatre Course of Your Choosing	3
THR 280/380/480	Theatre Practica	3
One Courses from the Following		**3 Cr.**
THR 315	Classical Theatre	3
THR 320	Elizabethan and Restoration Theatre	3
THR 330	20th Century Theatre	3

Children's Theatre Minor — 21 Cr.

The Children's Theatre minor introduces students to the principles and practices of creating theatre for and with young audiences. Grounded in the humanities, the curriculum integrates scholarly inquiry with experiential learning through acting, directing, creative dramatics, production, design, and participation in the department's production season. Designed to complement a variety of academic disciplines, the minor develops creativity, collaboration, communication, and leadership while preparing students to engage children through theatrical performance, education, and community arts.

THR 131	Introduction to Theatre	3
THR 132	Acting I	3
THR 200	Creative Dramatics	3
THR 300	Directing I	3
THR 400	Theatre Company	3
Two Courses from the Following		**6 Cr**
THR 360	Scenic & Properties Design	3
THR 361	Lighting Design	3
THR 362	Costume Design	3

Shakespeare Minor 33 Cr.

The Shakespeare Minor provides students with an interdisciplinary exploration of the works, history, and performance traditions of William Shakespeare and the English Renaissance. Offered collaboratively by the Departments of Theatre, English, and History, the minor combines literary study, historical inquiry, and theatrical performance to cultivate a comprehensive understanding of Shakespeare's enduring influence on literature, theatre, and Western culture.

Students engage in coursework emphasizing classical acting, Shakespearean performance, Elizabethan history, Renaissance literature, and original staging practices while applying their knowledge through participation in Waldorf University's annual Shakespeare production. To complete the minor, students must successfully complete a minimum of three (3) practica associated with Shakespeare productions, providing meaningful experiential learning through rehearsal, performance, and production.

The Shakespeare Minor also provides students with opportunities to pursue advanced study in Shakespeare and Performance. Qualified graduates may be eligible for consideration for graduate study at Mary Baldwin University, including its Master of Letters (M.Litt.) and Master of Fine Arts (M.F.A.) programs in Shakespeare and Performance, subject to the University's admission requirements and any applicable partnership agreements.

ENG 441	Shakespeare	3
HIS 335	Medieval Europe	3
THR 320	Elizabethan and Restoration Theatre	3
THR 332	Acting III: Styles	3
THR 400	Theatre Company	3
THR 498	Shakespeare Thesis	3
THR 280/380/480	Shakespeare Theatre Practica	3
THR 280/380/480	Theatre Practica	5
One Courses from the Following		**3 Cr**
HIS 120	Medieval World	3
THR 415	Theatre Travels	3

ONLINE UNDERGRADUATE DEGREE PROGRAMS

ONLINE B.A./B.S. CORE CURRICULUM

The table below describes the Institutional Learning Outcomes (ILO) and course expectations for students who begin as first-time, first-year freshmen students and for those who come to Waldorf University with single or multiple semesters of university or college study.

ILO	Discipline / Course	Credit
Health and Well-Being		
	First Year Seminar/Orientation (3 credits)	
1, 5	HUM 1000 Warrior Seminar	3
Literature (Writing Intensive)		
	English (9 credits)	
2, 4	ENG 1010: Composition I ▲	3
2, 4	ENG 1020: Composition II ▲	3
3, 5	Literature Elective (2000 or above)	3
Religion and Philosophy		
	Religion and Philosophy (9 credits)	
2, 3, 5	HUM 1020: Critical Thinking	3
2, 3, 5	Religion 2000 Level or Higher Elective	3
2, 3, 5	REL 4035: Life, Meaning, and Vocation	3
Arts, Humanities and Historical Perspectives		
	Humanities (6 credits)	
3, 5	History Elective	3
3, 5	ART, MUS, SPC or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
	Science (3 credit)	
2, 4, 5	Science Elective	3
Social and Behavioral Inquiries		
	Behavioral/Social Science (6 credits)	
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		

	Mathematics (3 credits)	
2, 4	MTH1010 or Higher Elective	3
Global Sustainability / Perspectives		
	Global (3 credits)	
1, 3, 5	Global Elective	3
Non-Disciplinary or Disciplinary Studies		
	Elective Credits (18 credits) *	
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	Total Credits	60

* Any courses not applied to the primary major field of study

▲ The requirement is fulfilled by passing the course with a grade not lower than a C (2.00).

Core requirements for students with an Associate of Arts (A.A.)

Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception of two (2) religion courses and any specific courses required by the individual major area of study including HUM 1020 as a pre-requisite for REL 4035.

Core and General Education requirements for students with transfer credits or those with A.A.S. or A.S. degrees equivalent to Sophomore, Junior, or Senior classifications will be evaluated on a course-by-course basis equivalent towards the maximum number of credits allowed by the University.

ONLINE B.A.S. CORE CURRICULUM

The table below describes the Institutional Learning Outcomes (ILO) and course expectations for students who begin as a first-time, first-year freshmen student and for those who come to Waldorf University with single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Literature (Writing Intensive)		
	English (6 credits)	
2, 4	ENG 1010: Composition I ▲	3
2, 4	ENG 1020: Composition II ▲	3
Arts, Humanities, Historical, and Religious Perspectives		
	Humanities (12 credits)	

2, 3, 5	HUM 1020: Critical Thinking	3
3, 5	History Elective 1000 Level or Higher	3
3, 5	ART, ENG, MUS, REL, SPC, SPN, or THR Elective	3
3, 5	ART, ENG, MUS, REL, SPC, SPN, or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
	Science (3 credit)	
2, 4, 5	Science Elective	3
Social and Behavioral Inquiries / Science Perspectives		
	Behavioral/Social Science (6 credits)	
1, 2, 3, 4, 5	Social/Behavioral Inquiry/Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Inquiry/Science Elective	3
Mathematical Reasoning		
	Mathematics (3 credits)	
2, 4	MTH 1010 or Higher Elective	3
Total Credits		**30**

▲ The requirement is fulfilled by passing the course with a grade not lower than a C (2.00).

Core requirements for students with an Associate of Arts (A.A.)

Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception of two (2) religion courses and any specific courses required by the individual major area of study including HUM 1020 as a pre-requisite for REL 4036.

Core and General Education requirements for students with transfer credits or those with A.A.S. or A.S. degrees equivalent to Sophomore, Junior, or Senior classifications will be evaluated on a course-by-course basis equivalent towards the maximum number of credits allowed by the University.

ONLINE A.A. CORE CURRICULUM

The table below describes the Institutional Learning Outcomes (ILO) and course expectations for students who begin as a first-time, first-year freshmen student and for those who come to Waldorf University with single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Health and Well-Being		
	First Year Seminar/Orientation (3 credits)	
1, 5	HUM 1000 Warrior Seminar	3
Literature (Writing Intensive)		
	English (9 credits)	
2, 4	ENG 1010: Composition I ▲	3
2, 4	ENG 1020: Composition II ▲	3
3,5	Literature Elective (2000 or above)	3

Religion and Philosophy		
	Religion (6 credits)	
2, 3, 5	Religion 2000 Level or Higher Elective	3
2,3,5	HUM 1020: Critical Thinking	3
Arts, Humanities, and Historical Perspectives		
Humanities (9 credits)		
3, 5	History Elective	3
3, 5	ART, MUS, SPC, or THR Elective	3
3, 5	ART, ENG, MUS, HUM, REL, SPC, SPN, or HR Elective	3
Natural, Physical, Earth, and Life Sciences		
	Science (3 credits)	
2, 4, 5	Science Elective	3
Social and Behavioral Inquiries		
	Behavioral/Social Science (6 credits)	
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
	Mathematics (3 credits)	
2, 4	MTH 1010 or Higher Elective	3
Global Sustainability / Perspectives		
	Global (3 credits)	
1, 3, 5	Global Elective	3
Disciplinary Studies		
Major Specific Courses + Non-Major Elective Credits (18 credits)* **		

			3 / 4 Credit Course#: _____		3
			3 / 4 Credit Course#: _____		3
			3 / 4 Credit Course#: _____		3
			3 / 4 Credit Course#: _____		3
			3 / 4 Credit Course#: _____		3
			3 / 4 Credit Course#: _____		3
Total Credits					60

*** Any courses not applied to the primary major field of study

▲ The requirement is fulfilled by passing the course with a grade not lower than a C (2.00).

** **MN Residents**: HUM 1010 Introduction to Waldorf Online and HUM 1000 Warrior Seminar do not qualify as a General Education or a Humanities course. All Minnesota residents are advised to select another course in the Humanities distribution.

Global Electives 3 cr.

(Any study classified as outside of the U.S.A.) Possible global course options may be:

BUS 4426	International Management
BUS 4351	International Economics
HIS 1100	Ancient World
HIS 1200	Medieval World
HIS 1610	Modern World
HIS 1710	Contemporary World
REL 2350	Philosophies of World Religions
SPN 1010	Elementary Spanish I
SPN 1020	Elementary Spanish II

INSTITUTIONAL LEARNING OUTCOMES (ILO)

The Waldorf University Institutional Learning Outcomes (ILOs) guide the development of the institution's core curriculum in expressing the knowledge, skills, and abilities that Waldorf students should demonstrate through their academic experience.

ILO 1 Citizenship and Service: Waldorf University students will practice purposeful and positive engagement in their local and global communities.

ILO 2 Critical Thinking: Waldorf University students will apply qualitative and quantitative methods of analysis necessary for informed argumentation, decision-making, and problem-solving.

ILO 3 Diversity, Equity, and Inclusion: Waldorf University students will synthesize diverse perspectives and values to support a foundation for a culturally responsible life.

ILO 4 Effective Communication: Waldorf University students will communicate effectively across multiple mediums and contexts.

ILO 5 Human Experience: Waldorf University students will explore fundamental questions of the human condition.

Programming Learning Outcomes (PLO)

Waldorf University identifies learning outcomes for each academic program. A program learning outcome (PLO) is a measurable statement of a specific competency a student should be able to demonstrate towards the achievement of knowledge, skills, dispositions, or practices as a result of completing an academic program of study.

Learning outcomes are published in the student catalog to inform the students and stakeholders about the learning expectations of each academic program of study. Students can use this information to better understand the expectations of each academic program.

CERTIFICATES

UNDERGRADUATE CERTIFICATE PROGRAMS

Communications Certificate

PLO 1.A. Students will identify relevant historical details.
PLO 2.A. Students will be able to write a competent new story.
PLO 3.A. Students will identify visual communications theories.
PLO 4.A. Students will illustrate proficiency in visual communications in the production of a final project.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory	3

Total Credits… ..... **15 cr.**

** See course descriptions for hardware/software requirements*
Courses are not allowed to be transferred between certificate programs.

Diversity and Inclusion Certificate

PLO 1.A. Students will detail the benefits of exploring their own personality as it relates to leading through inclusion.
PLO 1.B. Students will propose fundamental concepts to solve various inclusion issues.
PLO 1.C. Students will develop strategies for improving mental health strategies in the workplace.
PLO 2.A. Students will summarize the effects of resiliency and perseverance in accomplishing goals.
PLO 2.B. Students will relate the importance of kindness and empathy in managing diversity.

HUM 2350	Lessons for Life I	3
HUM 2360	Lessons for Life II	3
HUM 2450	Fostering Diversity and Inclusion	3
HUM 2500	Fostering Diversity and Inclusion II	3
ORG/BUS 4000	Organizational Diversity and Inclusion	3

Total Credits… ..... **15 cr.**

Courses are not allowed to be transferred between certificate programs.

Emergency Management Certificate

PLO 1. Students will examine the definition, mission, concepts, and terminology used in emergency management.

EMG 3000	Introduction to Emergency Management	3
EMG 3001	Disaster Mitigation and Preparedness	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management	3
EMG 4001	Interagency Disaster Management	3

Total Credits… ..... **15 cr.**
Courses are not allowed to be transferred between certificate programs.

Homeland Security–Terrorism Certificate

PLO 1.A. Students will demonstrate knowledge of terrorism by understanding the history, motivations, and tactics of terrorist organizations, analyzing the effects of terrorism on society, and evaluating the effectiveness of various strategies for countering terrorism.
PLO 2.A. Students will demonstrate knowledge of ethical and legal issues in homeland security by analyzing domestic and international laws relevant to homeland security operations, understanding the ethical implications of homeland security policies, and evaluating the effectiveness of various strategies for protecting the homeland.
PLO 3.A. Students will demonstrate knowledge of terrorism in emergency management by analyzing the effects of terrorism on emergency management operations, understanding the legal and ethical implications of responding to terrorist threats and incidents, and developing strategies for responding to potential terrorist threats.

HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3304	Ethical and Legal Issues in Homeland Security	3
EMG 3100	Terrorism in Emergency Management	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3

Total Credits… ..... **15 cr.**
Courses are not allowed to be transferred between certificate programs.

Homeland Security–Weapons Of Mass Destruction Certificate

PLO 1.A. Students will demonstrate knowledge of terrorism response operations by articulating strategies for responding to terrorist threats and incidents, understanding the legal and ethical implications of such operations, and analyzing the effectiveness of various terrorism response tactics.
PLO 2.A. Students will demonstrate knowledge of weapons of mass destruction by analyzing the effects of these weapons, understanding the legal and ethical implications of their use, and developing strategies for responding to potential threats posed by such weapons.
PLO 3.A. Students will demonstrate knowledge of terrorism in emergency management by analyzing the effects of terrorism on emergency management operations, understanding the legal and ethical implications of responding to terrorist threats and incidents, and developing strategies for responding to potential terrorist threats.

HLS 3050	Terrorism Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
OSH 3640	Interactions of Hazardous Materials	3
EMG 3100	Terrorism in Emergency Management	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3

Total Credits… ..... **15 cr.**
Courses are not allowed to be transferred between certificate programs.

Human Resource Management Certificate

PLO 1.A. Students will evaluate the effectiveness of different recruiting and employee selection methods.
PLO 1.B. Students will create a plan to source, recruit, and attract candidates for a position.
PLO 2.A. Students will create a performance appraisal analysis.
PLO 2.B. Students will perform a training and development analysis.
PLO 3.A. Students will evaluate different compensation programs.
PLO 3.B Students will identify the role compensation plays in affecting employee motivation.

BUS 3352	Human Resource Management	3
BUS 3900	Employment and Labor Law	3
BUS 4601	Recruitment and Staffing	3
BUS 4700	Compensation Benefits	3
BUS 4750	Human Resource Management Strategy and Emerging Issues	3

Total Credits… ..... **15 cr.**
Courses are not allowed to be transferred between certificate programs.

Leadership Communication Certificate

PLO 1.A. Students will evaluate the effectiveness of different recruiting and employee selection methods.
PLO 1.B. Students will create a plan to source, recruit, and attract candidates for a position.
PLO 2.A. Students will create a performance appraisal analysis.
PLO 2.B. Students will perform a training and development analysis.
PLO 3.A. Students will identify leadership strategies for creating an organizational culture that embraces and sustains creative thinking practices, both for problem-solving and strategic innovation.
PLO 3.B. Students will identify leadership strategies for facilitating team building in organizations.

BUS 2026	Organizational Communication	3
BUS 3651	Leadership	3
ORG/BUS 4040	Communication Skills for Leaders	3
ORG/BUS 4060	Team Building and Leadership	3
ORG/BUS 4080	Creative Thinking and Problem Solving	3

Total Credits… ..... **15 cr.**
Courses are not allowed to be transferred between certificate programs.

Management Certificate

PLO 1.A. Students will correlate the characteristics of vision and mission to business success.
PLO 1.B. Students will explain the risk management process, including risk identification, analysis, and response.
PLO 1.C. Students will discuss the role of location strategy and the criteria for locating decisions.
PLO 2.A. Students will explain the rational decision-making process.
PLO 2.B. Students will recognize the need for fairness and ethics in managerial decision-making.
PLO 3.A. Students will identify the sources of power and communication techniques used during negotiation.
PLO 3.B. Students will recommend communication techniques that are effective in managing conflict.

BUS 3826	Managerial Decision Making	3
BUS 4126	Project Planning	3
BUS 4160	Negotiation and Conflict Resolution	3
BUS 4851	Production and Operations Management	3
BUS 4951	Business Policy and Strategic Management	3

Total Credits… ..... **15 cr.**

Courses are not allowed to be transferred between certificate programs.

Occupational Safety Certificate

PLO 1. Students will apply safety and health-related theory and technology.
PLO 2. Students will analyze workplaces to identify occupational hazards.
PLO 3. Students will formulate solutions to control occupational hazards.
PLO 4. Students will collaborate with others in their respective organizations to minimize occupational hazards.

OSH 3001	Fundamentals of Occupational Safety and Health	3
OSH 3525	Legal Aspects of Safety and Health	3
OSH 3651	Total Environmental, Health, and Safety Management	3
OSH 4301	Fundamentals of Industrial Hygiene	3
OSH 4520	Risk Management	3

Total Credits… ..... **15 cr.**

Courses are not allowed to be transferred between certificate programs.

Sport Management Certificate

PLO 1.A. Students will be able to design a risk management program.
PLO 1.B. Students will be able to outline the steps necessary to prepare a facility for an event.
PLO 1.C. Students will be able to create a sports marketing proposal for a product, service, or event.
PLO 1.D. Students will be able to respond to an ethical dilemma from the standpoint of a sport administrator.
PLO 2.A. Students will be able to assess societal issues that result from gender, race, and ethnic diversity in sports. PLO 2.B. Students will be able to convey how organized sports programs impact the socialization of children.

SMT 2701	Sociology of Sport	3
SMT 2801	Sport Public Relations and Promotions	3
SMT 4001	Sport Facilities	3
SMT 4101	Sport Administration	3
SMT 4301	Sport Legal Liability and Risk Management	3

Total Credits… ..... **15 cr.**

Courses are not allowed to be transferred between certificate programs.

GRADUATE CERTIFICATE PROGRAMS

Business Administration

The Graduate Certificate in Business Administration at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. This is accomplished through advanced classes in economics, marketing, corporate finance, and management information systems, and is designed to help students meet their specific educational goals to enhance their career opportunities.

PLO 1. Demonstrate foundational knowledge in management information systems, marketing, economics, and corporate finance.
PLO 2. Demonstrate an ability to integrate the concepts of the core areas of business.
PLO 3. Demonstrate awareness of the importance of the ethical requirements of business activities.
PLO 4. Explain how key international factors affect business.

MBA 5401	Management Information Systems	3
MBA 5501	Advanced Marketing	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Total Credits… ..... **12 cr.**

Criminal Justice Leadership

Waldorf's Graduate Certificate in Criminal Justice Leadership provides students with the knowledge and skills they need to rise through the ranks to leadership or executive positions in their organizations within an ever-changing legal environment. Students will cover issues specific to current criminal justice leadership, such as ethics for public administration, leadership development and coaching, leadership and management skills for criminal justice administration, critical analysis of criminal justice administration, and criminal justice policy analysis and socio-cultural systems.

PLO 1.A. Students will apply critical thinking and problem-solving to criminal justice leadership issues; within courts, corrections, and policing.
PLO 2.A. Students will explain the relationship between policy and the criminal justice system, as well as the impact on leaders.
PLO 3.A. Students will develop oral, written, in-person, and technology-based communication skills for criminal justice professionals.
PLO 4.A. Students will understand decision-making styles and their impact on criminal justice organizations.

PA 5302	Ethics for Public Administration	3
CRJ 5200	Leadership and Management Skills for Criminal Justice Administration	3
CRJ 5390	Critical Analysis of Criminal Justice Administration	3
CRJ 6800	Criminal Justice Policy Analysis and Socio-Cultural Systems	3

Total Credits… ..... **12 cr.**

Cybersecurity

The graduate certificate in cybersecurity equips students with a deep understanding of cybersecurity, covering topics such as infrastructure security, vulnerability analysis, attacks, and countermeasures. The curriculum emphasizes ethical decision-making, responsible leadership, and the practical application of security technologies. Graduates emerge well-prepared to address cybersecurity challenges in diverse organizational settings, enhancing their career opportunities and demonstrating expertise in the cybersecurity field

PLO 1 Demonstrate proficiency in identifying and assessing cybersecurity risks.
PLO 2 Apply advanced techniques for securing computer networks and systems.
PLO 3 Analyze and respond to cybersecurity incidents and breaches.
PLO 4 Develop and implement effective cybersecurity policies and procedures.

CYB 5000	Organizational Strategies for Cybersecurity	3
CYB 6000	Enterprise Security Infrastructure and Design	3
CYB 6100	Advanced Cyber Warfare and Applications	3
CYB 6200	Cybersecurity Incident Response and Examination	3

Total Credits… ..... **12 cr.**

Emergency Management Leadership

Waldorf's Graduate Certificate in Emergency Management Leadership at Waldorf University provides students with the knowledge and skills they need to be successful leaders or executives in today's challenging emergency management environment. Students will cover issues specific to emergency management, such as principles of emergency management, legal aspects of emergency management, interagency disaster management, risk management, and leadership and decision-making in emergency management.

PLO 1.A. Students will assess the leadership characteristics necessary to successfully advance within the emergency management field.

EMG 5000	Emergency Management	3
EMG 5100	Legal Aspects of Emergency Management	3
EMG 5300	Interagency Disaster Management	3
EMG 6300	Risk Management	3

Total Credits… ..... **12 cr.**

Fire/Rescue Executive Leadership

Waldorf's Graduate Certificate in Fire/Rescue Executive Leadership at Waldorf University provides students with the knowledge and skills they need to be successful in today's technical, legal, and public finance climate. Students will cover issues specific to current fire/rescue executive leadership, such as leadership theory and practice, leadership development and coaching, the fire/rescue executive's role in community

risk reduction, the fire/rescue executive's role in emergency management, and executive leadership for fire/rescue officers.

FSC 6200	The Fire/Rescue Executive's Role in Community Risk Reduction	3
FSC 6400	The Fire/Rescue Executive's Role in Emergency Management	3
FSC 6800	Executive Leadership for Fire/Rescue Officers	3
ORG 5100	Leadership Theory and Practice	3

Total Credits… ..... **12 cr.**

Health Care Management

Waldorf's Graduate Certificate in Health Care Management prepares students to take on mid-level to executive-level leadership roles in health organizations of all sizes. Students learn emerging industry issues while mastering the ability to plan for and react to the constant changes of in the dynamic field of health care. This certificate is perfect for a clinical or administrative health care professional who is looking to advance in their career, change the future for their organization, and improve patient care for the industry as a whole.

PLO 1.A. Demonstrate knowledge of the U.S. healthcare industry and its delivery systems, including innovations in how healthcare is delivered.
PLO 3.A. Organizational awareness will be demonstrated by the ability to understand and learn the formal and informal decision making structures and power relationships in an organization. This includes the ability to identify organizational decision-makers and those who influence them, and predict how events affect individuals and groups, and shape organizations.
PLO 4.A. Innovative thinking will be demonstrated by the ability to apply complex concepts, develop creative solutions or use previous solutions in creative and adaptive ways for breakthrough thinking in the field.
PLO 4.B. Demonstrate the ability to see oneself as a leader, from forming and directing a team that possesses balanced capabilities to setting its mission, values, and norms; holding team members accountable individually and as a group to achieve results.
PLO 5.A. Demonstrate understanding of managerial responsibility in creating and maintaining a culture of regulatory compliance (e.g., knowledge of requirements for reporting privacy breaches, reducing regulatory risks, and conducting research with human subjects).

HCM 5000	Emerging Issues in Health Administration	3
HCM 5100	Building Professional Teams	3
HCM 5200	Self-Care for Health Care Professionals	3
HCM 6400	Health Care Professionalism	3

Total Credits… ..... **12 cr.**

Human Resources Management

Waldorf's Graduate Certificate in Human Resources (HR) provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. Students will cover issues specific to current human resource management, such as principles of human resource management, ethics for business leadership, leadership development and coaching, measuring HR and change impact, and organization development. This program will prepare students to be leaders of human resources on a departmental or corporate executive level.

HCM 5200	Emerging Trends in Human Resource Management	3
HCM 5300	Ethics for Business Leadership	3
HRM 6000	Leadership Development and Coaching	3
HRM 6400	Measuring HR and Change Impact	3

Total Credits… ..... **12 cr.**

Instructional Design and Technology

Waldorf's Graduate Certificate in Instructional Design and Technology (IDT) provides students with the knowledge and skills they need to be successful instructional designers in today's public or private environments as organizations seek to be successful in a global business climate. Students will learn how to apply a theory-based, systematic approach in the design of instructional activities with a focus on online learning and digital media.

PLO 1.A. Students will apply a theory-based, systematic approach in the design of instructional activities
PLO 2.A. Students will apply effective learning technologies to instructional activities

EDP 5100	Learning Theories for Instruction	3
IDT 5100	Instructional Systems Design	3
IDT 5200	Online Learning and Management Systems	3
IDT 5300	Digital Media	3

Total Credits… ..... **12 cr.**

Leadership

The Leadership Certificate program guides students through the development of their own personal leadership skills and the skills necessary to build high-performing teams.

ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3
Track 1		
ORG 6000	Leadership Development and Coaching	3
EDU 5100	Personal Leadership Skills & Team Building	3
OR Track 2		
ORG 6600	Culture of Learning Organizations	3
ORG 6700	Organizational Culture and the Application of Diversity Theory	3

Total Credits… ..... **12 cr.**

Marketing

Waldorf's Graduate Certificate in Marketing at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. Students will cover issues specific to current marketing management, such as strategic marketing, marketing research, new product marketing, business-to-business marketing, and advanced marketing. This program is intended

to prepare marketing professionals for advancement to the executive level by providing the tools necessary to enable them to operate within a large organization or as an independent marketing entity.

PLO 1.A Strategic Marketing Analyze internal and external pressures, analytics, segmentation strategies, technology, brand image, and service line positioning's impact on strategic marketing.
PLO 2.A Marketing Trends Explore and analyze current and future marketing issues and trends related to health and health care.

MKT 5500	Strategic Marketing	3
MKT 5600	Marketing Research	3
MKT 5700	New Product Marketing	3
MKT 5900	Advanced Marketing	3

Total Credits… ..... **12 cr.**

Project Management

Waldorf's Graduate Certificate in Project Management at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. Students will cover issues specific to current project management, such as the principles of project management, research methods, management project teams, project management strategy and tactics, and managing complex projects. This program enables project managers to transition to the roles of leadership and decision-making over multiple project managers and projects.

PLO 1.A Project Outcomes Evaluate topics of creating and managing teams, delegation, motivation, conflict resolution, and negotiation in order to engage stakeholders and build support for project outcomes more effectively

PMP 5100	Project Management	3
PMP 5600	Research Methods	3
PMP 5800	Managing Project Teams	3
PMP 6100	Project Management Strategy and Tactics	3

Total Credits… ..... **12 cr.**

Public Administration Leadership

Waldorf's Graduate Certificate in Public Administration focuses on the development, implementation, and management of public programs and policies. This program will prepare students to pursue careers in the private, public or non-profit sectors in any number of industries including emergency management, criminal justice administration, housing, government, and more.

PA 5302	Ethics for Public Administration	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3
PA 6304	Local Government Planning	3

Total Credits… ..... **12 cr.**

Social-Emotional Learning

The Erin Gruwell-inspired certificate in Social-Emotional Learning provides educational professionals with the skills and understanding to become agents of positive transformative change by promoting the principles of self-awareness, social acceptance, relationship building, inclusivity and emotional well-being both inside and outside of the classroom.

PLO 1. Apply the principles of social-emotional learning to create a community action plan to increase collaborative efforts with various organizations. (SEL specific).

EDU 5010	Foundations of Social Emotional Learning	3
EDU 5030	Social-Emotional Learning – Pedagogy & Practice	3
EDU 5050	SEL: Social-Emotional Well-Being I	3
EDU 5070	SEL: Social-Emotional Well-Being II	3

Total Credits… ..... **12 cr.**

Sport Management

Waldorf's Graduate Certificate in Sport Management provides students with the knowledge and skills they need to be successful in today's global business and public financing climate, as well as integrated value chains. Students will cover issues specific to current sport management, such as emerging trends in sport management, public finance and budgeting, leadership development and coaching, and two courses in strategic management in sport.

PLO 1A. Students will prepare a marketing plan for a product or service in the sports industry.
PLO 1B. Students will design a strategic plan for an organization in the sporting world.
PLO 1C. Students will analyze current trends and issues affecting sports.
PLO 1D. Students will examine public finance and budgeting.

SMT 5200	Emerging Trends in Sport Management	3
SMT 6400	Strategic Marketing in Sport	3
SMT 6800	Strategic Management in Sport	3
PA 5305	Public Finance and Budgeting	3

Total Credits… ..... **12 cr.**

ASSOCIATE DEGREES

A.A. BUSINESS

The Business Administration degree allows students to deepen their business knowledge and skills, with an administration focus. Topics include organizational communication, principles of accounting, principles of marketing, information systems management, and managerial accounting. The administration background provided by this program applies to a variety of careers.

PLO 1.A. Students will be able to analyze financial statements to inform decision-makers.
PLO 1.B. Students will be able to explain the accounting cycle.
PLO 2.A. Students will be able to describe the process of market segmentation leading to the identification of the target market.
PLO 2.B. Students will be able to examine pricing strategies utilized in an organization.
PLO 3.A. Students will be able to recommend communication techniques that are effective in managing conflict.
PLO 3.B. Students will create a communication strategy that fosters change and innovation.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

BUS 2026	Organizational Communication	3
BUS 2201	Principles of Accounting	3
BUS 3201	Principles of Marketing	3
BUS 3551	Information Systems Management	3
BUS 3620	Managerial Accounting	3

(pre-requisite BUS 2201 Principles of accounting required)
Grand Total ..... 60 cr.

A.A. COMMUNICATIONS

Waldorf's A.A. in Communications degree provides hands-on experience with current technology to prepare students for careers in the communications industry. Students will have the opportunity to learn these technologies through a creative, project-based experience.

PLO 1.A. Students will identify relevant historical details.
PLO 1.B. Students will illustrate the societal impact of each communication medium.
PLO 2.A. Students will be able to write a competent new story.
PLO 2.B. Students will apply effective language skills.
PLO 3.A. Students will identify visual communications theories.
PLO 3.B. Students will critically assess visual phenomena.
PLO 3.C. Students will illustrate proficiency in visual communications in the production of a final project.
PLO 4.A. Students will demonstrate an understanding of the obligations and rights of the media in a free society.
PLO 4.B. Students will able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law. 18
PLO 5.A. Students will effectively produce a website.
PLO 5.B. Graduates will illustrate keen media literacy skills.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory*	3

Grand Total ..... 60 cr.

**See course descriptions for hardware/software requirements*

A.A. CRIMINAL JUSTICE

The Criminal Justice degree provides the opportunity to explore the three primary areas of the criminal justice system: law enforcement, courts and corrections.

PLO 1.A. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.
PLO 1.B. Identify historically significant events and their impact on the field of criminal justice.
PLO 2.A. Summarize basic concepts and findings of research conducted in criminal justice.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3
CRJ 2301	Judicial Process	3
CRJ 4102	Diversity and Ethics in Criminal Justice	3

Grand Total ..... 60 cr.

A.A. DIVERSITY & INCLUSION

To compete in today's knowledge economy, top organizations seek a diverse workforce in order to leverage wide-ranging talent. Waldorf's A.A. in Diversity and Inclusion degree is designed to explore the complex dynamics of workforce diversity.

PLO 1.A. Students will detail the benefits of exploring their own personality as it relates to leading through inclusion.
PLO 1.B. Students will propose fundamental concepts to solve various inclusion issues
PLO 1.C. Students will develop strategies for improving mental health strategies in the workplace.
PLO 2.A. Students will summarize the effects of resiliency and perseverance in accomplishing goals.
PLO 2.B. Students will relate the importance of kindness and empathy in managing diversity.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

HUM 2350	Lessons for Life I	3
HUM 2360	Lessons for Life II	3
HUM 2450	Fostering Diversity and Inclusion	3
HUM 2500	Fostering Diversity and Inclusion II	3
BUS 4000	Organization Diversity and Inclusion	3

Grand Total ..... 60 cr.

A.A. EARLY CHILDHOOD EDUCATION

The Associate of Arts degree program in Early Childhood Education is designed to increase the knowledge and skills of individuals in early childhood fields including childcare programs, governmental organizations, and additional early childhood settings. This program is ideal for professionals already employed in this area who desire career advancement, increased educational opportunities, or better job security. This program is not designed to be a PK-3 licensure pathway.

PLO 1. Promote healthy, safe, respectful, and supportive learning environments for young children.
PLO 2. Apply child development knowledge to produce positive learning outcomes.
PLO 3. Develop awareness of standards for safe, healthy learning environments.
PLO 4. Demonstrate competence for working with diverse student populations, including social, cultural, and linguistic awareness.
PLO 5. Establish positive relationships with families and community partners to enhance learning and development for young children.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

ECE 1010	Introduction to Early Childhood Development	3
ECE 2010	Early Childhood Health and Safety	3
ECE 2020	Teaching and Learning in the Early Childhood Classroom	3
ECE 2030	Introduction to Children with Special Needs	3
ECE 2040	Community and Family Engagement	3

Grand Total ..... 60 cr

A.A. EMERGENCY MANAGEMENT

The Emergency Management degree provides foundational knowledge and initial exposure to the Emergency Management field. Learners explore a variety of areas within the discipline, including the four phases of emergency management, terrorism in emergency management, as well as interagency disaster management. This degree program is designed for students seeking entry-level exposure to the emergency management field, as well as for professionals in industries such as fire science, homeland security, and EMT administration who are seeking to bolster their emergency management background.

PLO 1.A.: Students will examine the definition, mission, concepts and terminology used in emergency management.
PLO 1.B. Students will analyze the intergovernmental and inter-organizational behavior within the field.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

EMG 3000	Introduction to Emergency Management	3
EMG 3001	Disaster Mitigation and Preparedness	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management	3
EMG 4001	Interagency Disaster Management Program	3

Grand Total ..... 60 cr.

A.A. FIRE SCIENCE

Waldorf's A.A. in Fire Science degree is designed to provide students with a broad range of fire science topics from risk reduction to fire dynamics to investigation. Course assignments and projects provide students with unique opportunities to address challenges and complex matters within their departments and communities.

PLO 1.A. Identify and explain local, state, and national legal and political concepts relevant to the fire/rescue/EMS services.
PLO 1.B. Analyze fire behavior concepts as related to prevention, firefighting, and firefighter safety and survival.
PLO 1.C. Develop and support methods and efforts to address and decrease injury and death risks within the organization and community.
PLO 1.D. Describe the administrative functions and roles and responsibilities of upper leadership within the organization.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

FSC 2010	Principles of Fire and Emergency Services	3
FSC 3110	Community Risk Reduction for the Fire and Emergency Services	3

FSC 3210	Fire Dynamics	3
FSC 3302	Fire Investigation and Analysis	3
FSC 4110	Advanced Principles in Fire and Emergency Services Safety and Survival	3

Grand Total ..... 60 cr.

A.A. GLOBAL LEADERSHIP

Develop skills for leading strong organization performance in today's global environment. Through Waldorf's A.A. in Global Leadership degree, you will learn global decision-making strategies and the art of effective leadership of cross-cultural teams. Specifically, you will learn how to create a team environment to promote active communication and collaboration, leveraging the talent of people from diverse cultures and impacting the organization's bottom line.

PLO 1.A. Students will be able to evaluate the issues facing organizational leaders globally in the 21st century.
PLO 1.B. Students will be able to identify the impact of different political, legal, and economic systems on international management.
PLO 2.A. Students will be able to discuss the benefits of organizational diversity
PLO 2.B. Students will be able to develop a presentation outlining the history of diversity-based legislation.
PLO 3.A. Students will be able to discuss strategies for individuals and teams to function effectively in a virtual environment.
PLO 3.B. Students will be able to describe how ethics impacts business relationships within organizations.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

ORG/BUS 4000	Organization Diversity and Inclusion	3
BUS 4426	International Management	3
BUS 4301	International Financing	3
BUS 4751	Business Ethics	3
ORG 4800	Leading Virtual Teams	3

Grand Total ..... 60 cr.

A.A. HEALTH CARE MANAGEMENT

The Health Care Management degree provides functional management knowledge and skills, including an overview of issues and challenges specific to the field of health care delivery. The emphasis of instruction is on developing the managerial knowledge and skills required to work in today's regulated, complex healthcare field.

PLO1.A. Knowledge of Current Issues, Trends & Practices in Healthcare Systems. Students will be able to identify current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations that operate within it.
PLO1.B. Knowledge of Healthcare System Law & Organizational Standards. Students will be able to define and articulate the ethics of professional and organizational standards affecting customer relationships in healthcare organizations.
PLO2.B. Evaluating Business Principles. Students will be able to define business principles to the healthcare environment.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care Management	3

HCM 3801	Issues and Trends in Health Care	3
HCM 4201	Health Care Law	3
HCM 4053	Financial Management of Health Care Organizations	3

Grand Total ..... 60 cr.

A.A. HOMELAND SECURITY

The Department of Homeland Security (DHS) was developed following the 9-11 attacks. American awareness of terrorism has become more prevalent since that time, and the DHS has grown to become the largest Federal law enforcement agency in the United States. Reflecting the foundational knowledge and skills of the DHS, Waldorf's A.A. Homeland Security degree focuses on topics related to terrorism, American homeland security, tactical response operations, and weapons of mass destruction.

PLO 1.A. Students will be able to analyze the historical impact of terrorism on current and future terrorism incidents.
PLO 1.B. Students will be able to assess the capabilities of Weapons of Mass Destruction (WMD) to determine counteraction strategies.
PLO 1.C. Students will be able to evaluate homeland security methodologies to develop best practices.
PLO 1.D. Students will be able to contrast tactical response options with available resources to determine jurisdictional procedures.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operations	3
HLS 3305	Disaster Planning and Management	3
HLS 3500	Weapons of Mass Destruction	3

Grand Total ..... 60 cr.

A.A. HUMAN RESOURCES MANAGEMENT

Waldorf's A.A. in Human Resource Management degree is built upon the key competencies identified by the Society for Human Resource Management (SHRM). This A.A. degree program is designed for current or aspiring professionals with a specific interest in the management of people and talent.

PLO 1.A. Students will evaluate the effectiveness of different recruiting and employee selection methods.
PLO 1.B. Students will create a plan to source, recruit, and attract candidates for a position.
PLO 2.A. Students will create a performance appraisal analysis.
PLO 2.B. Students will perform a training and development analysis.
PLO 3.A. Students will evaluate different compensation programs.
PLO 3.B. Students will identify the role compensation plays in affecting employee motivation.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

BUS 3352	Human Resource Management	3
BUS 3900	Employment and Labor Law	3
BUS 4601	Recruitment and Staffing	3
BUS 4700	Compensation and Benefits	3

BUS 4750	Human Resource Management Strategy and Emerging Issues	3

Grand Total ..... 60 cr.

A.A. LEADERSHIP COMMUNICATION

Develop one of the most valuable skills for any professional: leadership communication. This skill is important for creating relationship networks, influencing and inspiring people, and collaborating effectively.

PLO 1.A. Students will perform an oral presentation.
PLO1.B. Students will prepare an effective PowerPoint presentation.
PLO 2.A. Students will explain how effective listening and communication enhance conflict management skills
PLO 2.B. Students will discuss how leaders can effectively promote change in an organization
PLO 3.A. Students will identify leadership strategies for creating an organizational culture that embraces and sustains creative thinking practices, both for problem-solving and strategic innovation.
PLO 3.B. Students will identify leadership strategies for facilitating team building in organizations.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

BUS 2026	Organizational Communication	3
BUS 3651	Leadership	3
BUS 4040	Communication Skills for Leaders	3
BUS 4060	Team Building and Leadership	3
BUS 4080	Creative Thinking and Problem-Solving	3

Grand Total ..... 60 cr.

**See course descriptions for hardware/software requirements*

A.A. LIBERAL ARTS

Waldorf's Associate of Arts degree in Liberal Arts combines core studies in the liberal arts with the opportunity for students to select specific areas of concentration. This provides a broad base of knowledge in several subject areas, along with the option to explore a specific area of interest more deeply.

PLO 1.A. Students will distinguish the steps in argument analysis.
PLO 1.B. Students will compare basic forms of communication (writing, speaking, reading, and listening).
PLO 1.C. Students will generate logical interpretations and conclusions based on various representations of scientific data.
PLO 1.D. Students will apply basic qualitative and quantitative methods to understand individual and social human behavior.
PLO 2.A. Students will reflect on the meaning of their lives in terms of service to others and their communities.
PLO 2.B. Students will assess their own personal well-being within the habits and skills underlying the seven dimensions of wellness.
PLO 2.C. Students will critically evaluate how storytelling, science, the visual and performing arts, history, and religion shape human experience.

Core Requirements..... 45 cr.
General Education Electives ..... 15 cr.
Grand Total ..... 60 cr.

The Associate of Arts in Liberal Arts Program is not eligible for Federal Student Aid.

A.A. MANAGEMENT

The A.A. in Management degree allows students to deepen their business knowledge and skills, with a management focus. The management background provided by this program applies to a variety of careers.

PLO 1.A. Students will correlate the characteristics of vision and mission to business success.
PLO 1.B. Students will explain the risk management process, including risk identification, analysis, and response.
PLO 1.C. Students will discuss the role of location strategy and the criteria for locating decisions.
PLO 2.A. Students will explain the rational decision-making process.
PLO 2.B. Students will recognize the need for fairness and ethics in managerial decision-making.
PLO 3.A. Students will identify the sources of power and communication techniques used during negotiation.
PLO 3.B. Students will recommend communication techniques that are effective in managing conflict

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

BUS 3826	Managerial Decision Making	3
BUS 4126	Project Planning	3
BUS 4160	Negotiation and Conflict Resolution	3
BUS 4851	Production and Operations Management	3
BUS 4951	Business Policy and Strategic Management	3

Grand Total ..... 60 cr.

A.A. OCCUPATIONAL SAFETY AND HEALTH

The Occupational Safety and Health (OSH) degree provides foundational knowledge and initial exposure to the Occupational Safety and Health field. Learners explore a variety of areas within the discipline, including industrial hygiene and occupational, environmental, and health safety. This A.A. degree program is designed for students seeking entry-level exposure to the OSH field, as well as for professionals in industries such as manufacturing, construction, and fire science who are seeking to bolster their risk management background.

PLO 1. Students will apply safety and health-related theory and technology.
PLO 2. Students will analyze workplaces to identify occupational hazards.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

OSH 3001	Fundamentals of Occupational Safety and Health	3
OSH 3525	Legal Aspects of Safety and Health	3
OSH 3651	Total Environmental, Health, and Safety Management	3
OSH 4301	Fundamentals of Industrial Hygiene	3
OSH 4520	Risk Management	3

**Course prerequisites are listed in the course description section of the catalog.*

Grand Total ..... 60 cr.

A.A. PSYCHOLOGY

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. Waldorf's A.A. in Psychology degree provides the opportunity for students to explore this field beyond the general psychology course. Students can learn about social, abnormal or cognitive psychology. For the remaining credits, students may select from a wide variety of psychology courses.

PLO 1.A. Core Content Area Knowledge. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, physiological psychology, and developmental psychology.
PLO 1.B. Knowledge Application. Students will be able to apply their knowledge of psychology to real-world contexts including personal, social, and organizational contexts.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

PSY 1010	General Psychology	3
Choose one (1) course from the following:		
PSY 3140	Social Psychology	3
PSY 3450	Psychological Disorders	3
PSY 3460	Cognitive Psychology	3
Choose any three PSY prefixed courses at Waldorf University		9

Grand Total ..... 60 cr.

A.A. SPORT MANAGEMENT

Exciting careers can be made off the playing field with a Sport Management Associates degree from Waldorf. Students enrolled in this degree program will explore a variety of classes, including sport sociology and sport administration, to better understand the sports industry.

Core Requirements ..... 45 cr.
Program Required Courses ..... 15 cr.

SMT 2701	Sociology of Sport	3
SMT 2801	Sport Public Relations and Promotions	3
SMT 4001	Sport Facilities	3
SMT 4101	Sport Administration	3
SMT 4301	Sport Legal Liability and Risk Management	3

Grand Total ..... 60 cr.

BACHELOR'S DEGREES

BACHELOR OF ARTS (B.A.) AND BACHELOR OF SCIENCE (B.S.) DEGREE REQUIREMENTS

- A grade of C or higher in all coursework in ENG 1010, ENG 1020, the major and, if applicable, in the concentration(s)
- 2.00 cumulative grade point average for work completed at Waldorf
- Minimum of 36 upper-division credit hours

BACHELOR OF APPLIED SCIENCE (B.A.S.) DEGREE REQUIREMENTS

- A grade of C or higher in all coursework in ENG 1010, ENG 1020, the major and, if applicable, in the concentration(s)
- 2.00 cumulative grade point average for work completed at Waldorf
- Minimum of 30 upper-division credit hours

BUSINESS

The Business Department seeks to prepare graduates for successful careers and fulfilling lives of service in management, finance and banking, or marketing.

STUDENTS COMPLETING A BS OR BAS BUSINESS ADMINISTRATION DEGREE MUST COMPLETE BUS 3602, ECO 2401, AND MTH 2023 AS MAJOR REQUIREMENTS WITH A PASSING GRADE OF C OR HIGHER.

B.S. BUSINESS ADMINISTRATION

PLO 1.A. Students will be able to interpret financial statements.
PLO 1.B. Students will be able to discuss the elements of a Management Information System.
PLO 1.C. Students will be able to contrast Financial Accounting vs Managerial Accounting.
PLO 1.D. Students will be able to analyze legal contracts. PLO 2.A. Students will be able to propose steps to address ethical dilemmas.
PLO 2.B. Students will be able to describe sound corporate social responsibility practices.
PLO 2.C. Students will be able to contrast different leadership styles.
PLO 3.A. Students will be able to identify a target market for a specific brand.
PLO 3.B. Students will be able to perform a SWOT Analysis for a specific organization.
PLO 3.C. Students will be able to develop a promotional campaign for an organization.
PLO 3: Students will be able to explain and manage the marketing functions of an organization.
PLO 4.A. Students will be able to describe the elements of a sound global leadership program.
PLO 4.B. Students will be able to distinguish the advantages and disadvantages of outsourcing.
PLO 4.C. Students will be able to describe the cultural impacts of doing business globally.
PLO 4: Students will be able to explain the effects of globalization on their work environment.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 36 cr.

BUS 2010	Intro to Business	3
BUS 3651	Leadership	3
BUS 3201	Principles of Marketing	3
BUS 2201	Principles of Accounting	3
BUS 3210	Business Law	3
BUS 3551	Information Systems Management	3
BUS 4951	Business Policy and Strategic Management	3
BUS 3352	Human Resources Management	3
BUS 3620	Managerial Accounting	3
BUS 3451	Organizational Theory & Behavior	3
BUS 4426	International Management	3
BUS 4751	Business Ethics	3

Professional Electives—Group B ..... 24 cr.

For the remaining 24 credits of Professional Electives, please select from any Business (BUS), Organizational Leadership (ORG) or Economics (ECO) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits.

BUS 2026	Organizational Communications	3
BUS 3826	Managerial Decision Making	3
BUS 4126	Project Planning	3
BUS 4601	Staffing Organizations	3
BUS 4851	Production Management	3
BUS 3301	Financial Management	3
BUS 3211	Consumer Behavior	3
ECO 2501	Microeconomics	3
ORG 4800	Leading Virtual Teams	3
ORG 3800	Leadership Across Generations	3

Grand Total ..... 120 cr.

B.S. BUSINESS CONCENTRATIONS

Project Management ..... 15 cr.

BUS 4126	Project Planning	3
BUS 4851	Production Management	3
BUS 3710	Introduction to Project Management	3
BUS 3720	Project Management Overview	3
BUS 4220	Risk Management	3

Finance ..... 15 cr.

ECO 2501	Principles of Microeconomics	3
BUS 3301	Financial Management	3
BUS 4301	International Finance	3
BUS 4240	Financial Institutions	3
BUS 4220	Risk Management	3

Human Resource Management..... 15 cr.

BUS 4601	Recruitment and Staffing	3
BUS 4680	Human Resource Development	3
BUS 4700	Compensation and Benefits	3
BUS 3900	Employment and Labor Law	3
BUS 4750	Human Resource Management Strategy and Emerging Issues	3

Management ..... 15 cr.

BUS 2026	Organizational Communication	3
BUS 3602	Principles of Management	3
BUS 3826	Managerial Decision Making	3
ORG/BUS 4000	Organization Diversity and Inclusion	3
BUS 4060	Teambuilding & Leadership	3

Health Care Management ..... 15 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care Management	3
HCM 3801	Issues and Trends in Health Care	3
HCM 3303	Health Informatics: Principles and Practices	3
HCM 4053	Financial Management of Health Care Organizations	3

Communications ..... 15 cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
COM 2010	Visual Theory*	3
COM 4420	Media Literacy	3

**See course descriptions for hardware/software requirements*

Industrial Organizational Psychology ..... 15 cr.

PSY 1010	General Psychology	3
PSY 3140	Social Psychology	3
PSY 3490	Industrial Organizational Psychology	3
PSY 4510	Attitudes and Persuasion	3
PSY 4560	Psychological Assessment	3

B.A.S. BUSINESS ADMINISTRATION

PLO 1.A. Students will be able to interpret financial statements.
PLO 1.B. Students will be able to contrast Financial Accounting vs Managerial Accounting.
PLO 1.C. Students will be able to analyze legal contracts.
PLO 2.A. Students will be able to identify appropriate steps to resolve ethical dilemmas.
PLO 2.B. Students will be able to describe sound corporate social responsibility practices.
PLO 2.C. Students will be able to evaluate techniques used to manage conflict.
PLO 3.A. Students will be able to identify a target market for a specific brand.
PLO 3.B. Students will be able to perform a SWOT Analysis for an organization.
PLO 3.C. Students will be able to develop a promotional campaign for an organization.
PLO 4.A. Students will be able to describe the elements of a sound global leadership program.
PLO 4.B. Students will be able to identify the cultural impacts of doing business globally.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

BUS 2201	Principles of Accounting	3
BUS 3201	Principles of Marketing	3
BUS 3210	Business Law	3
BUS 3352	Human Resource Management	3
BUS 3451	Organizational Theory and Behavior	3
BUS 3620	Managerial Accounting	3
BUS 4426	International Management	3
BUS 4751	Business Ethics	3
BUS 4951	Business Policy and Strategic Management	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog and used as electives provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.

BUS 2010	Introduction to Business	3
BUS 2026	Organizational Communication	3
BUS 3211	Consumer Behavior	3
BUS 3301	Financial Management	3
BUS 3551	Information Systems Management*	3
BUS 3651	Leadership	3
BUS 3826	Managerial Decision Making	3
BUS 4126	Project Planning	3
BUS 4601	Recruitment and Staffing	3
BUS 4851	Production Management	3
ECO 2501	Principles of Microeconomics*	3

**BUS 3551 and ECO 2501 are strongly recommended for the B.A.S. in Business Administration.*

Grand Total ..... 120 cr.

B.A.S. BUSINESS CONCENTRATIONS

Industrial Organizational Psychology ..... 15 cr.

PSY 1010	General Psychology	3
PSY 3140	Social Psychology	3
PSY 3490	Industrial Organizational Psychology	3
PSY 4510	Attitudes and Persuasion	3
PSY 4560	Psychological Assessment	3

Project Management ..... 15 cr.

BUS 4126	Project Planning	3
BUS 4851	Production Management	3
BUS 3710	Introduction to Project Management	3
BUS 3720	Project Management Overview	3
BUS 4220	Risk Management	3

Finance ..... 15 cr.

ECO 2501	Principles of Microeconomics	3
BUS 3301	Financial Management	3
BUS 4301	International Finance	3
BUS 4240	Financial Institutions	3
BUS 4220	Risk Management	3

Communications ..... 15 cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
COM 2010	Visual Theory*	3
COM 4420	Media Literacy	3

**See course descriptions for hardware/software requirements*

Health Care Management ..... 15 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care Management	3
HCM 3303	Health Informatics Principles and Practice	3

HCM 3801	Issues and Trends in Health Care	3
HCM 4053	Financial Management of Health Care Organizations	3

Human Resource Management..... 15 cr.

BUS 4601	Recruitment and Staffing	3
BUS 4680	Human Resource Development	3
BUS 4700	Compensation and Benefits	3
BUS 3900	Employment and Labor Law	3
BUS 4750	Human Resource Management Strategy	3

Management ..... 15 cr.

BUS 2026	Organizational Communication	3
BUS 3602	Principles of Management	3
BUS 3826	Managerial Decision Making	3
ORG/BUS 4000	Organizational Diversity and Inclusion	3
BUS 4060	Teambuilding & Leadership	3

COMMUNICATIONS

There's more than one way to tell a story and more than one way to relay that story to the world. In a culture where millions of people turn daily to the digital realm for news and entertainment, content creators must be able to adapt content for a variety of mediums.

Waldorf's communication bachelor's degree prepares you for this changing landscape by pairing knowledge of the latest technology with a strong foundation in storytelling. You'll learn to create dynamic content by emulating the workflow of today's leading professionals. Emphasis will be given to the latest technology as well as historical development.

B.A. COMMUNICATIONS

PLO 1.A. History and Societal Impact of each Communication Medium. Students will identify relevant historical details.
PLO 1.B. History and Societal Impact of each Communication Medium. Students will illustrate the societal impact of each communication medium.
PLO 2.A. Writing News Stories. Students will be able to write a competent new story.
PLO 2.B. Writing news stories. Students will apply effective language skills.
PLO 2.C. Graduates will demonstrate language skills including spelling, grammar, punctuation, usage, and style.
PLO 3.A. Knowledge of Visual Communication. Students will identify visual communications theories.
PLO 3.B. Assessing Visual Phenomena. Students will critically assess visual phenomena.
PLO 3.C. Producing Visual Communications. Students will illustrate proficiency in visual communications in the production of a final project. PLO 4.A. Understanding of Mass Media Law. Students will demonstrate a n understanding of the obligations and rights of the media in a free society.
PLO 4.B. Synthesize Mass Media Law. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.
PLO 5.A. Produce a website. Students will effectively produce a website.
PLO 5.B. Illustrate Media Literacy. Graduates will illustrate keen media literacy skills.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 30 cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory*	3
COM 2040	Introduction to Public Relations	3
COM 3180	Editing for Journalists	3
COM 4410	Mass Media Law	3
COM 4420	Media Literacy	3
COM 4520	Senior Capstone	3

**See course descriptions for hardware/software requirements*

Professional Electives—Group B ..... 30 cr. In-Field Electives: Choose a minimum of nine (9) credits from the following courses

COM 3020	Radio Production*	3
COM 3030	Television/Film Production*	3
COM 3400	Digital Imaging*	3
COM 4010	Web Design	3
COM 4220	Public Relation Skills	3
COM 4360	Crisis Management	3

Remaining Professional Electives:

For the remaining 21 credits, courses can be selected from the list below or any course not used to satisfy other program requirements.

BUS 3201	Principles of Marketing	3
BUS 3352	Human Resource Management	3
BUS 3451	Organizational Theory and Behavior	3
BUS 4060	Team Building and Leadership	3
BUS 4080	Creative Thinking and Problem-Solving	3
BUS 4160	Negotiation/Conflict Resolution	3
PSY 3140	Social Psychology	3
PSY 4510	Attitudes and Persuasion	3

Grand Total ..... 120 cr.

B.A.S. COMMUNICATIONS

PLO 1.A. History and Societal Impact of each Communication Medium. Students will identify relevant historical details.
PLO 1.B. History and Societal Impact of each Communication. Students will illustrate the societal impact of each communication medium.
PLO 2.A. Writing News Stories. Students will be able to write a competent new story.
PLO 2.B. Writing news stories. Students will apply effective language skills.
PLO 3.A. Knowledge of Visual Communication. Students will identify visual communications theories.
PLO 3.B. Assessing Visual Phenomena. Students will critically assess visual phenomena.
PLO 3.C. Producing Visual Communications. Students will illustrate proficiency in visual communications in the production of a final project.
PLO 4.A. Understanding of Mass Media Law. Students will demonstrate a n understanding of the obligations and rights of the media in a free society.
PLO 4.B. Synthesize Mass Media Law. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.
PLO 5.A. Produce a website. Students will effectively produce a website.

PLO 5.B. Illustrate Media Literacy. Graduates will illustrate keen media literacy skills.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory*	3
COM 2040	Introduction to Public Relations	3
COM 3180	Editing for Journalists	3
COM 4410	Mass Media Law	3
COM 4520	Senior Capstone	3
REL 4035	Life, Meaning, and Vocation	3

** See course descriptions for hardware/software requirements*

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

COM 3020	Radio Production*	3
COM 3030	Television/Film Production*	3
COM 3400	Digital Imaging*	3
COM 4010	Web Design	3
COM 4220	Public Relations Skills	3
COM 4360	Crisis Management	3
COM 4420	Media Literacy	3
BUS 3201	Principles of Marketing	3
BUS 3352	Human Resource Management	3
BUS 3451	Organizational Theory and Behavior	3
BUS 4060	Team Building and Leadership	3
BUS 4080	Creative Thinking and Problem-Solving	3
BUS 4160	Negotiation and Conflict Resolution	3
PSY 3140	Social Psychology	3
PSY 4510	Attitudes and Persuasion	3

Grand Total ..... 120 cr.

CRIMINAL JUSTICE

The Bachelor's Degree in Criminal Justice offered at Waldorf University is designed to provide students with a strong base of knowledge in the three primary areas of the criminal justice system: law enforcement, courts, and corrections, the essential core curriculum to establish a well-rounded foundation within the Criminal Justice field. Upon completion of the core, students chose electives allowing them to explore their interests to prepare them for a Criminal Justice career. As Criminal Justice is an ever-changing and exciting area of study, the Waldorf University Criminal Justice program offers students a variety of electives that will keep them current in the field.

The program provides students with the general education, discipline- specific information, and technical knowledge required to succeed in the criminal justice workplace following graduation, in various entry-level criminal justice-related careers, or a student may instead choose to pursue graduate education or law school. Those who enter the job market upon graduation could pursue

careers as probation/parole officers, case managers, correctional officers, police officers, investigators, loss prevention specialists, juvenile court advocates or compliance managers, among many other career paths.

STUDENTS COMPLETING A BS OR BAS IN CRIMINAL JUSTICE MUST COMPLETE MTH 2023 ELEMENTARY STATISTICS AND PSY 1010 GENERAL PSYCHOLOGY AS MAJOR REQUIREMENTS WITH A PASSING GRADE OF C OR HIGHER.

B.S. CRIMINAL JUSTICE

PLO 1.A Identify historically significant events and their impact on the field of criminal justice.
PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems. PLO 1.C Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control. PLO 1.D Summarize basic concepts and findings of research conducted in criminal justice. PLO 2.A Demonstrated an understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, socioeconomic status, and disabilities).
PLO 2.B Examine the interactions of victims and offenders within the criminal justice system, society, and between each other. PLO 2.C Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.
PLO 3.A Students will be able to explain theories of crime and the impact crime has on society and public policy.
PLO 3.B Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
PLO 3.C Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 30 cr.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3
CRJ 2501	Criminology	3
CRJ 3010	Victimology	3
CRJ 3020	Mental Health and Crime	3
CRJ 2301	Judicial Process	3
CRJ 3601	Criminal Law	3
CRJ 4103	Diversity and Ethics in Criminal Justice	3
CRJ 3950	Constitutional Law	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Criminal Justice (CRJ), Psychology (PSY), or Homeland Security (HLS) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits. The following are sample electives.

CRJ 2900	Management and Supervision Skills for Criminal Justice	3
CRJ 3201	Juvenile Justice and Delinquency	3
CRJ 3701	Criminal Investigation	3
CRJ 3801	Criminal Evidence and Legal Issues	3
CRJ 4001	Procedures in the Justice System	3

CRJ 4201	Probation and Community Corrections	3
CRJ 4350	Leadership in Criminal Justice	3
CRJ 4701	Criminal Justice Organization and Administration	3
CRJ 4119C	Special Topics: Female Serial Killers	3
CRJ 4119CJ	Special Topics: Criminal Justice	3
CRJ 4119JJ	Special Topics: Juvenile Justice	3
HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
PSY 3019	History and Systems of Psychology	3
PSY 3210	Close Relationships	3
PSY 3350	Theories of Personality	3
PSY 4515	Psychology of Prejudice and Discrimination	3

Grand Total ..... 120 cr.

B.S. CRIMINAL JUSTICE CONCENTRATIONS

Forensic Mental Health ..... 15 cr.

PSY 1010	General Psychology	3
PSY 3350	Theories of Personality	3
PSY 3380	Psychology of Adjustment	3
PSY 3450	Psychological Disorders	3
PSY 4515	Psychology of Prejudice and Discrimination	3

Forensic Psychology ..... 12 cr.

PSY 3150	Developmental Psychology	3
PSY 3400	Forensic Psychology	3
PSY 3450	Psychological Disorders	3
PSY 4560	Psychological Assessment	3

Cybersecurity ..... 12 cr.

HLS 3010	Homeland Security and Cyber Threats	3
Select three (3) of the following courses:		
CYB 3301	Security Application Development	3
CYB 3302	Advanced Information Security	3
CYB 4301	Cyber Security and Crime	3
CYB 4302	Cyber Warfare and Application	3
CYB 4303	Critical Infrastructure Protection in Cybersecurity	3
CYB 4304	Cybersecurity Law and Policy	3
CYB 4401	IS Disaster Recovery	3
CYB 4402	Principles of Digital Forensics	3

Public Relations ..... 12 cr.

COM 1020	Introduction to Digital Technology	3
COM 2040	Introduction to Public Relations	3
COM 3180	Editing	3
COM 4220	Public Relations Skills	3
Recommended Electives:		
COM 1010	Introduction to Graphic Design*	3
COM 1040	News Gathering	3
COM 3020	Radio Production*	3

COM 3030	Television Production*	3
COM 4360	Crisis Management	3

B.A.S. CRIMINAL JUSTICE

PLO 1.A. Identify historically significant events and their impact on the field of criminal justice.
PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems. PLO 1.C. Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control. PLO 2.A. Demonstrate understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, socioeconomic status, and disabilities).
PLO 2.B. Examine the interactions of victims and offenders within the criminal justice system, society, and between each other.
PLO 2.C. Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.
PLO 3.A. Students will be able to explain theories of crime and the impact crime has on society and public policy. PLO 3.B. Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
PLO 3.C. Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.
PLO 3.D. Summarize basic concepts and findings of research in criminal justice.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30cr.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3
CRJ 2501	Criminology	3
CRJ 3010	Victimology	3
CRJ 3020	Mental Health and Crime	3
CRJ 2301	Judicial Process	3
CRJ 3601	Criminal Law	3
CRJ 4103	Diversity and Ethics in Criminal Justice	3
REL 4035	Life, Meaning, Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.

CRJ 2900	Management and Supervision Skills for CJ	3
CRJ 3201	Juvenile Justice and Delinquency	3
CRJ 3701	Criminal Investigation	3
CRJ 3801	Criminal Evidence and Legal Issues	3
CRJ 3950	Constitutional Law	3
CRJ 4001	Procedures in the Justice System	3
CRJ 4201	Probation and Community Corrections	3
CRJ 4350	Leadership in Criminal Justice	3
CRJ 4701	Criminal Justice Organization and Administration	3
CRJ 4119C	Special Topics: Female Serial Killers	3
CRJ 4119CJ	Special Topics: Criminal Justice	3

CRJ 4119JJ	Special Topics: Juvenile Justice	3
POLS 1010	American Government	3
BUS 3210	Business Law	3

Grand Total ..... 120 cr.

B.S./ B.A.S. CRIMINAL JUSTICE CONCENTRATION IN HOMELAND SECURITY

The concentration option requires completion of a minimum of 12 credits in the concentration area. Concentration credits may be applied to Group B requirements.

HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3500	Weapons of Mass Destruction	3
HLS 3050	Terrorism Response Operations	3

CRIMINAL JUSTICE ADMINISTRATION

Waldorf's bachelor's degree in Criminal Justice Administration is ideal for those who seek a traditional criminal justice program with an additional focus on business and management. The program is designed to provide the student with a broad base of knowledge in the three primary areas of the criminal justice system: law enforcement, courts, and corrections. This foundation includes the Waldorf general education curriculum, numerous courses in the criminal justice arena, and courses in business. The program provides students with the general education, discipline-specific, and technical knowledge required to succeed in the criminal justice workplace.

B.S. CRIMINAL JUSTICE ADMINISTRATION

PLO 1.A. Students will identify historically significant events and their impact on the field of criminal justice.
PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.
PLO 1.C. Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control.
PLO 2.A. Demonstrate understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, socioeconomic status, and disabilities).
PLO 2.B. Examine the interactions of victims and offenders within the criminal justice system, society, and between each other.
PLO 2.C. Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.
PLO 3.A. Students will be able to explain theories of crime and the impact crime has on society and public policy.
PLO 3.B. Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
PLO 3.C. Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.
PLO 3.D. Summarize basic concepts and findings of research in criminal justice.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 30 cr.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice in Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3
CRJ 2301	Judicial Process	3
CRJ 2900	Management and Supervision Skills for Criminal Justice Personnel	3
CRJ 3201	Juvenile Justice and Delinquency	3
CRJ 3020	Mental Health and Crime	3
CRJ 4103	Diversity and Ethics in Criminal Justice	3
CRJ 4201	Probation and Community Corrections	3
CRJ 4701	Criminal Justice Organization and Administration	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Criminal Justice (CRJ), Psychology (PSY) or Homeland Security (HLS) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The following are sample electives.

CRJ 2501	Criminology	3
CRJ 3010	Victimology	3
CRJ 3201	Juvenile Justice and Delinquency	3
CRJ 3701	Criminal Investigation	3
CRJ 3801	Criminal Evidence and Legal Issues	3
CRJ 3950	Constitutional Law	3
CRJ 4001	Procedures in the Justice System	3
CRJ 4201	Probation and Community Corrections	3
CRJ 4119C	Special Topics: Female Serial Killers	3
CRJ 4119CJ	Special Topics: Criminal Justice	3
CRJ 4119JJ	Special Topics: Juvenile Justice	3
HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
PSY 3019	History and Systems of Psychology	3
PSY 3210	Close Relationships	3
PSY 3350	Theories of Personality	3
PSY 4515	Psychology of Prejudice and Discrimination	3

Grand Total ..... 120 cr.

B.A.S. CRIMINAL JUSTICE ADMINISTRATION

PLO 1.A. Identify historically significant events and their impact on the field of criminal justice.
PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.
PLO 1.C. Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control.
PLO 2.A. Demonstrate understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, Socio-economic Status, and disabilities).
PLO 2.B. Examine the interactions of victims and offenders within the criminal justice system, society, and between each other.

PLO 2.C. Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.
PLO 3.A. Students will be able to explain theories of crime and the impact crime has on society and public policy.
PLO 3.B. Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
PLO 3.C. Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.
PLO 3.D. Summarize basic concepts and findings of research in criminal justice.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30cr.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3
CRJ 2900	Supervision and Management Skills for Criminal Justice	3
CRJ 3020	Mental Health and Crime	3
CRJ 3201	Juvenile Justice and Delinquency	3
CRJ 2301	Judicial Process	3
CRJ 4103	Diversity and Ethics in Criminal Justice	3
CRJ 4701	Criminal Justice Organization and Administration	3
REL 4035	Life, Meaning, Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog and course schedule to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

CRJ 2501	Criminology	3
CRJ 3010	Victimology	3
CRJ 3601	Criminal Law	3
CRJ 3701	Criminal Investigation	3
CRJ 3801	Criminal Evidence and Legal Issues	3
CRJ 3950	Constitutional Law	3
CRJ 4001	Procedures in the Justice System	3
CRJ 4201	Probation and Community Corrections	3
CRJ 4350	Leadership in Criminal Justice	3
CRJ 4119C	Special Topics: Female Serial Killers	3
CRJ 4119CJ	Special Topics: Criminal Justice	3
CRJ 4119JJ	Special Topics: Juvenile Justice	3
BUS 3210	Business Law	3
POLS 1010	American Government	3
BUS 3451	Organizational Theory and Behavior	3
BUS 3826	Managerial Decision	3

Grand Total ..... 120 cr.

B.S. CRIMINAL JUSTICE CONCENTRATION

Cybersecurity ..... 12 cr.

Required Courses:

HLS 3010	Homeland Security and Cyber Threats	3

Select three (3) of the following courses ..... 9cr.

CYB 3301	Security Application Development	3
CYB 3302	Advanced Information Security	3
CYB 4301	Cyber Security and Crime	3
CYB 4302	Cyber Warfare and Application	3
CYB 4303	Critical Infrastructure Protection in Cybersecurity	3
CYB 4304	Cybersecurity Law and Policy	3
CYB 4401	IS Disaster Recovery	3
CYB 4402	Principles of Digital Forensics	3

CYBERSECURITY

The bachelor's degree in Cybersecurity provides the knowledge to successfully apply cybersecurity theory and principles to address the ever- changing security challenges faced in real-world scenarios. The program covers fundamental and advanced knowledge in a variety of cybersecurity, digital forensics, legal impacts, and information systems security. Learn to identify, monitor, and protect information systems from cyber threats. This blend of courses provides career paths which include cybersecurity, cyber operations, and cyber defense.

B.S. CYBERSECURITY

PLO 1.A. Students will be able to identify the potential threats/risks/weaknesses in the information technology infrastructure.
PLO 1.B. Students will be able to apply business and management theory and practices to solve information security problems.
PLO 1.C. Students will demonstrate a working knowledge of security practices to optimize information assurance.
PLO 1.D. Students will demonstrate a knowledge of current legal requirements for information and system security.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 36 cr.

CIS 1050	Computer Essentials	3
CYB 3301	Security Application Development	3
CYB 3302	Advanced Information Security	3
CIS 4101	Internet and Network Security	3
CYB 4301	Cybersecurity and Crime	3
CYB 4302	Cyber Warfare and Application	3
CYB 4303	Critical Infrastructure Protection in Cyber Security	3
CYB 4304	Cybersecurity Law and Policy	3
CYB 4401	Information Security Disaster Recovery	3
CYB 4402	Principles of Digital Forensics	3
CYB 4403	Digital Forensics Application	3
CYB 4500	Cybersecurity Capstone	3

Professional Electives ..... 15 cr.

Select five courses (15 credits) from the list below or apply for qualified transfer credit.

CYB 3306	Operating Systems	3
CYB 3307	Maintaining Microcomputer Systems	3
CYB 3308	Cloud Computing	3
CYB 3309	Introduction to Mobile Technology	3
CYB 3450	Introduction to Data Communication	3
CYB 4313	IT Ethics and Professionalism	3
CYB 4453	IT Infrastructure Management	3

General Electives ..... 9 cr. hours

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements.

Grand Total ..... 120 cr.

B.A.S. CYBERSECURITY

PLO 1.A. Identify threats, risks, and weaknesses in IT infrastructure.
PLO 2.A. Identify business management practices related to solving cybersecurity problems.
PLO 3.A. Identify core focuses on application security, intrusion detection systems, information systems auditing, and cybersecurity disaster recovery.
PLO 4.A. Identify legal requirements for cybersecurity.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30cr.

CIS 1050	Computer Essentials	3
CYB 3301	Security Application Development	3
CYB 3302	Advanced Information Security	3
CIS 4101	Internet and Network Security	3
CYB 4301	Cybersecurity and Crime	3
CYB 4302	Cyber Warfare and Application	3
CYB 4304	Cybersecurity Law and Policy	3
CYB 4401	Information Security Disaster Recovery	3
CYB 4402	Principles of Digital Forensics	3
CYB 4500	Cybersecurity Capstone	3

Electives ..... 60 credit hours

Grand Total ..... 120 cr.

EMERGENCY MANAGEMENT

In times of uncertainty and unprecedented natural and man-made disasters, Waldorf's Bachelor of Arts degree in Emergency Management is designed to prepare the student with a broad base of knowledge in the field of emergency management. The foundation for this degree program includes the Waldorf general education curriculum, numerous courses in the emergency management arena, as well as electives in the fields of Homeland Security, Fire Science Administration, and Business, among others. The program provides students with the general education, discipline-specific, and technical knowledge required to succeed in the diverse field of emergency management.

B.A. EMERGENCY MANAGEMENT

PLO 1.A.: Students will examine the legalities (policies, directives, and regulations) within the emergency management field.
PLO 1.B.: Students will summarize the policies and procedures that drive the budgetary process in emergency management.
PLO 1.C. Students will analyze the current standards and best practices used within the field.
PLO 2.A. Students will apply methodologies commonly used within the field.
PLO 2.B.: Students will describe effective communication skills used within the emergency
PLO 3.A.: Students will interpret the core concepts and terminology used in emergency management.
PLO 3.B.: Students will analyze the intergovernmental and inter-organizational behavior within the field.
PLO 4: Students will be able to analyze the multidisciplinary nature of emergency management.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 30 cr.

EMG 3000	Introduction to Emergency Management	3
EMG 3001	Disaster Mitigation and Preparedness	3
EMG 3002	Disaster Response and Recovery	3
EMG 3050	Special Operations	3
EMG 3100	Terrorism in Emergency Management	3
EMG 4001	Interagency Disaster Management	3
EMG 4002	Incident Command in Emergency and Disaster Management	3
EMG 4050	Socio-Psychological Nature of Emergency Management	3
EMG 4900	Capstone in Emergency Management	3
FSC 3110	Community Risk Reduction for the Fire and Emergency Services	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Fire Science Administration (FSC), Occupational Safety and Health (OSH), or Homeland Security (HLS) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits. The following are sample electives.

FSC 2010	Principles of Fire and Emergency Services	3
FSC 4510	Personnel Management for the Fire and Emergency Services	3
FSC 4610	Fire and Emergency Services Administration	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3
HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
OSH 3001	Fundamentals of Occupational Safety and Health	3
OSH 3651	Total Environmental, Health, and Safety Management	3
OSH 4301	Fundamentals of Industrial Hygiene	3
OSH 3640	Interactions of Hazardous Materials	3

B.A.S. EMERGENCY MANAGEMENT

PLO 1.A.: Students will examine the legalities (policies, directives, and regulations) within the emergency management field.
PLO 1.B.: Students will summarize the policies and procedures that drive the budgetary process in emergency management.
PLO 1.C. Students will analyze the current standards and best practices used within the field
PLO 2.A. Students will apply methodologies commonly used within the field.
PLO 2.B.: Students will describe effective communication skills used within the emergency management field.
PLO 3.A.: Students will interpret of the core concepts and terminology used in emergency management.
PLO 3.B.: Students will analyze the intergovernmental and inter-organizational behavior within the field.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30cr.

EMG 3000	Introduction to Emergency Management	3
EMG 3001	Disaster Mitigation and Preparedness	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management	3
FSC 3110	Community Risk Reduction for the Fire and Emergency Services	3
EMG 4001	Interagency Disaster Management	3
EMG 4002	Incident Command in Emergency and Disaster Management	3
EMG 4050	Socio-Psychological Nature of Emergency Management	3
EMG 4900	Capstone in Emergency Management	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements.

EMG 3050	Special Operations	3
HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Tactical Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
ORG/BUS 3451	Organizational Theory and Behavior	3
BUS 3602	Principles of Management	3
ORG/BUS 3651	Leadership	3
BUS 3826	Managerial Decision Making	3
COM 4360	Crisis Management	3
FSC 4510	Personnel Management for the Fire and Emergency Services	3
FSC 4610	Fire and Emergency Services Administration	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3

OSH 3640	Interactions of Hazardous Materials	3
SPC 1010	Speech Communications	3

Grand Total ..... 120 cr.

B.A. / B.A.S. EMERGENCY MANAGEMENT CONCENTRATIONS

Students may choose the optional concentration listed below, applying the credits to the elective requirements.

Fire Science ..... 12 cr.

FSC 3610	Fire-Related Human Behavior	3
FSC 4510	Personnel Management for the Fire and Emergency Services	3
FSC 4610	Fire and Emergency Services Administration	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3

Homeland Security ..... 12 cr.

HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operation	3
HLS 3500	Weapons of Mass Destruction	3

FIRE AND EMERGENCY SERVICES ADMINISTRATION

Waldorf University's online Bachelor of Science in Fire and Emergency Services Administration is designed for fire and emergency services personnel and public safety professionals preparing for more supervisory, administrative, and leadership responsibilities. As fire/rescue/EMS departments place increasing emphasis on formal education for promotion and command readiness, this program helps experienced fire and emergency services personnel translate operational expertise into organizational leadership.

The Fire and Emergency Services Administration program is ideal for professionals who want to move into positions that require more leadership, decision-making, and administrative expertise. Many course assignments are designed to allow students to complete course work based on challenges, trends, and existing strategies directly within their department and community.

- Management and leadership techniques
- Organizational and professional communications
- Problem solving
- Programmatic solutions to fire science operational problems

STUDENTS COMPLETING A BS OR BAS IN FIRE AND EMERGENCY SERVICES ADMINISTRATION MUST COMPLETE MTH 2000 AS A MAJOR REQUIREMENT WITH A PASSING GRADE OF C OR HIGHER.

B.S. FIRE AND EMERGENCY SERVICES ADMINISTRATION

PLO 1.A. Students will be able to explain fire behavior concepts as related to prevention, firefighting, and firefighter safety.

PLO 2.A. Students will be able to analyze local, state, and national legal and political concepts relevant to the fire/rescue/EMS services.
PLO 2.B. Students will be able to analyze administrative functions and roles and responsibilities of upper leadership within the fire/rescue/EMS organization.
PLO 3.A. Students will be able to develop a plan to decrease injury and death risks within their organization and community.
PLO 4.A. Students will be able to incorporate leadership through mid-level and upper-level management roles.
PLO 4.B. Students will be able to model support of administrative functions and roles.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 30 cr.

FSC 3110	Community Risk Reduction for the Fire and Emergency Services	3
FSC 3510	Political and Legal Foundations of Fire Protection	3
BUS 3352	Human Resource Management	3
FSC 3601	Fire Prevention Organization and Management	3
ORG 3651	Leadership	3
FSC 4510	Personnel Management for the Fire and Emergency Services	3
FSC 4610	Fire and Emergency Services Administration	3
FSC 4631	Advanced Principles of Fireground Strategies and Tactics	3
FSC 4710	Applications of Fire Research	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Fire Science Administration (FSC), Homeland Security (HLS), Occupational Safety and Health (OSH), or Emergency Management (EMG) course, provided the courses are not already used to satisfy other program requirements. The following are sample electives.

FSC 2010	Principles of Fire and Emergency Services	3
FSC 3120	Organization and Management of Fire and Emergency Services Training	3
FSC 3210	Fire Dynamics	3
FSC 3302	Fire Investigation and Analysis	3
FSC 3410	Fire Protection Structures and Systems	3
FSC 3440	Building Construction for Fire Protection	3
FSC 3610	Fire-Related Human Behavior	3
FSC 4001	Diversity in the Fire Service	1
FSC 4002	Back to Basics: A Refresher of Fire Fighting Strategies for Company Officers	1
FSC 4110	Advanced Principles in Fire and Emergency	3
	Services Safety and Survival	3
FSC 4210	Analytical Approaches to Public Fire Protection	3

FSC 4400	Strategic Organization Practices in Fire and Emergency Services Organization	3
FSC 4310	Disaster Planning and Control	3
OSH 4410	Managerial Issues in Hazardous Materials	3

Grand Total ..... 120 cr.

B.S. FIRE AND EMERGENCY SERVICES ADMINISTRATION CONCENTRATION IN PUBLIC RELATIONS

Public Relations..... 12 cr.

COM 1010	Introduction to Digital Technology	3
COM 2040	Introduction to Public Relations	3
COM 3180	Editing	3
COM 4220	Public Relations Skills	3

Recommended electives:

COM 1010	Introduction to Graphic Design*	3
COM 1040	News Gathering	3
COM 3020	Radio Production*	3
COM 3030	Television Production*	3
COM 4360	Crisis Management	3

B.A.S. FIRE AND EMERGENCY SERVICES ADMINISTRATION

PLO 1.A.: Students will be able to explain fire behavior concepts as related to prevention, firefighting, and firefighter safety
PLO 2.A.: Students will be able to analyze local, state, and national legal and political concepts relevant to the fire/rescue/EMS services.
PLO 2.B.: Students will be able to analyze administrative functions and roles and responsibilities of upper leadership within the fire/rescue/EMS organization.
PLO 3.A.: Students will be able to develop a plan to decrease injury and death risks within their organization and community.
PLO 4.A.: Students will be able to incorporate leadership through mid-level and upper-level management roles.
PLO 4.B.: Students will be able to model support of administrative functions and roles.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

FSC 3110	Community Risk Reduction for the Fire and Emergency Services	3
FSC 3510	Political and Legal Foundations of Fire Protection	3
FSC 3601	Fire Prevention Organization and Management	3
FSC 4510	Personnel Management for the Fire and Emergency Services	3
FSC 4610	Fire and Emergency Services Administration	3
FSC 4631	Advanced Principles of Fireground Strategies and Tactics	3
FSC 4710	Applications of Fire Research	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3

BUS 3651	Leadership	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog and used as electives provided that they are not used to satisfy other program requirements. The following are sample electives.

FSC 2010	Principles of Fire and Emergency Services	3
FSC 3120	Organization and Management of Fire and Emergency Services Training	3
FSC 3210	Fire Dynamics	3
FSC 3302	Fire Investigation and Analysis	3
FSC 3410	Fire Protection Structures and Systems	3
FSC 3440	Building Construction for Fire Protection	3
FSC 3610	Fire-Related Human Behavior	3
FSC 4001	Diversity in the Fire Service	3
FSC 4002	Back to Basics: A Refresher of Fire Fighting Strategies for Company Officers	3
FSC 4110	Advanced Principles in Fire and Emergency Services Safety and Survival	3
FSC 4210	Analytical Approaches to Public Fire Protection	3
FSC 4310	Disaster Planning and Control	3
FSC 4400	Strategic Organization Practices in Fire and Emergency Services Organizations	3
BUS 2201	Principles of Accounting*	3
BUS 3352	Human Resource Management*	3
OSH 4410	Managerial Issues in Hazardous Materials	3

** BUS 2201 and BUS 3352 are strongly recommended for the B.A.S. in Fire Science Administration.*

Grand Total ..... 120 cr.

HEALTH CARE MANAGEMENT

Waldorf's Bachelor of Arts in Health Care Management is designed to provide the essential knowledge and skills to be effective mid-level health care managers in various health care settings. The program has a special focus on the efficiency and quality of care provided in hospitals and other health facilities. Waldorf's B.A. in Health Care Management does not require a clinical or in-field experience component.

B.A. HEALTH CARE MANAGEMENT

PLO 1.A. Knowledge of Current Issues, Trends, & Practices in Healthcare Systems. Students will be able to explain current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations that operate within it.
PLO 1.B. Students will be able to analyze the ethics of professional and organizational standards affecting customer relationships in healthcare organizations.
PLO 2.A. Strategic and Action Plan Evaluation. Students will be able to use management theory to evaluate the shared vision and management of a healthcare organization's strategic goals.
PLO 2.B. Evaluating Management Practices & Trends. Students will be able to examine the impact of leadership styles, political trends, and cultural and societal forces on management within the healthcare system.

PLO 2.C. Applying Business Principles. Students will be able to apply business principles, including systems thinking, financial management, and human resource management to the healthcare environment.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care Management	3
HCM 3305	Community Health	3
HCM 3303	Health Informatics: Principles and Practice	3
HCM 3304	Principles of Epidemiology	3
HCM 4201	Health Care Law	3
HCM 4053	Financial Management of Health Care Organizations	3
HCM 3801	Issues and Trends in Health Care	3
HCM 3100	Reimbursement Methods in Health Care	3
HCM 4320	Development and Strategic Planning in Health Care	3

Professional Electives—Group B 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Health Care Management (HCM), Business (BUS), or Organizational Leadership (ORG) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The following are sample electives.

HCM 4304	Project Management for Health Care Professionals	3
HCM 4303	Comparative Health Systems	3
HCM 4305	Long-Term Care Management	3
HCM 4308	Research Methods for Health Professionals*	3
HCM 4307	Health Care Quality Management	3
HCM 4400	Risk Management in Health Care	3
BUS 2201	Principles of Accounting	3
BUS 3352	Human Resource Management	3
BUS 3602	Principles of Management	3
BUS 3651	Leadership	3
ORG 3800	Leadership Across Generations	3
ORG 4800	Leading Virtual Teams	3

**HCM 4308 and MTH 2023 are strongly recommended for students considering graduate school.*

B.A.S. HEALTH CARE MANAGEMENT

PLO1.A. Knowledge of Current Issues, Trends & Practices in Healthcare. Students will be able to analyze and distinguish current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations that operate within it.
PLO1.B. Knowledge of Healthcare System Law & Organizational Standards. Students will be able to analyze the ethics of professional and organizational standards affecting customer relationships in healthcare organizations.
PLO 2.A. Strategic and Action Plan Evaluation. Students will be able to critique management theory to evaluate the shared vision and management of a healthcare organization's strategic goals.
PLO2.B. Evaluating Management Practices & Trends. Students will be able to evaluate the impact of leadership styles, political trends, and cultural and societal forces on management within the healthcare system.

PLO2.C. Applying Business Principles. Students will be able to apply business principles, including systems thinking, to the healthcare environment; basic business principles include (a) financial management, (b) human resource management, and (c) strategic planning.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care	3
MCM 3305	Community Health	3
HCM 3303	Health Informatics: Principles and Practice	3
HCM 3304	Principles of Epidemiology	3
HCM 4201	Health Care Law	3
HCM 4053	Financial Management of Health Care Organizations	3
HCM 3801	Issues and Trends in Health Care	3
HCM 4320	Development and Strategic Planning in Health Care	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog and to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

HCM 4304	Project Management for Health Care Professionals	3
HCM 4303	Comparative Health Systems	3
HCM 4305	Long-Term Care Management	3
HCM 4308	Research Methods for Health Professionals*	3
BUS 2201	Principles of Accounting	3
HCM 4307	Health Care Quality Management	3
BUS 3602	Principles of Management	3
BUS 3352	Human Resource Management	3
ORG 3651	Leadership	3
HCM 4400	Risk Management in Health Care	3

** HCM 4308 and MTH 2023 are strongly recommended for students considering graduate school*

Grand Total ..... 120 cr.

HOMELAND SECURITY

Founded in response to the 9-11 attacks, the Department of Homeland Security is the largest federal law enforcement agency in the United States. Waldorf's Bachelor of Arts in Homeland Security is designed to provide an in-depth background related to Department of Homeland Security practices. Waldorf's bachelor's program focuses on strategies to protect the American homeland, including prevention, planning, and response measures related to terrorist threats.

B.A. HOMELAND SECURITY

PLO 1 - Students will analyze the historical impact of terrorism on current and future terrorism incidents.

PLO 2 - Students will assess the capabilities of Weapons of Mass Destruction (WMD) to determine counteraction strategies.
PLO 3 - Students will evaluate homeland security methodologies to develop best practices.
PLO 4 - Students will contrast tactical response options with available resources to determine jurisdictional procedures.

General Education Core Requirements ..... 60 cr.

Major Requirements ..... 30 cr.

HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
HLS 3304	Ethical and Legal Issues in Homeland Security	3
HLS 3305	Disaster Planning and Management	3
HLS 3306	Homeland Security Technology	3
HLS 4302	Preparedness and Response Partners	3
HLS 4303	Critical Infrastructure Protection	3
HLS 4320	Homeland Security Capstone	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Homeland Security (HLS), Emergency Management (EMG), or Criminal Justice (CRJ) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits. The following are sample electives.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2501	Criminology	3
CRJ 2900	Management and Supervision Skills for Criminal Justice Personnel	3
CRJ 2301	Judicial Process	3
CRJ 3601	Criminal Law	3
CRJ 3701	Criminal Investigation	3
CRJ 3801	Criminal Evidence and Legal Issues	3
CRJ 3950	Constitutional Law	3
HLS 3020	Domestic Terrorism and Homegrown Violent Extremists	3
HLS 3030	Radicalization	3
HLS 3040	Maritime, Border, and Transportation Security	3
EMG 3000	Introduction to Emergency Management	3
EMG 3001	Disaster Mitigation and Preparedness	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management	3

Grand Total ..... 120 cr.

B.A.S. HOMELAND SECURITY

PLO 1 - Students will analyze the historical impact of terrorism on current and future terrorism incidents.

PLO 2 - Students will assess the capabilities of Weapons of Mass Destruction (WMD) to determine counteraction strategies.
PLO 3 - Students will evaluate homeland security methodologies to develop best practices.
PLO 4 - Students will contrast tactical response options with available resources to determine jurisdictional procedures.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

HLS 2050	Introduction to Terrorism	3
HLS 3000	American Homeland Security	3
HLS 3050	Terrorism Response Operations	3
HLS 3500	Weapons of Mass Destruction	3
HLS 3304	Ethical and Legal Issues in Homeland Security	3
HLS 3305	Disaster Planning and Management	3
HLS 4302	Preparedness and Response Partners	3
HLS 4303	Critical Infrastructure Protection .	3
HLS 4320	Homeland Security Capstone	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog and to be used as electives provided that they are not used to satisfy other program requirements. The following are sample electives.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2501	Criminology	3
CRJ 2900	Management and Supervision Skills for Criminal Justice Personnel	3
CRJ 2301	Judicial Process	3
CRJ 3601	Criminal Law	3
CRJ 3701	Criminal Investigation	3
CRJ 3801	Criminal Evidence and Legal Issues	3
CRJ 3950	Constitutional Law	3
EMG 3000	Introduction to Emergency Management	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management	3
EMG 4001	Interagency Disaster Management	3
EMG 4002	Incident Command in Emergency and Disaster Management	3
EMG 4050	Socio-Psychological Nature of Emergency Management	3
FSC 4631	Advanced Principles of Fireground Strategies and Tactics	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3
HLS 3020	Domestic Terrorism and Homegrown Violent Extremists	3
HLS 3030	Radicalization	3
HLS 3040	Maritime, Border, and Transportation Security	3
REL 3360	Understanding Islam	3

Grand Total ..... 120 cr.

B.A. /B.A.S. HOMELAND SECURITY CONCENTRATIONS

Students may choose one or more concentrations, applying the credits to the professional elective requirements.

Criminal Justice..... 12 cr.

CRJ 2000	Introduction to Criminal Justice	3

Choose the remaining 9 credits from any additional Criminal Justice courses offered at Waldorf. Below are examples of courses that may be selected:

CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3
CRJ 2301	Judicial Process	3

Emergency Management ..... 12 cr.

EMG 3001	Disaster Mitigation and Preparedness	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management	3
EMG 4001	Interagency Disaster Management	3

NURSING

B.S. NURSING (RN TO BSN) - *In Process of Teach-Out*

The RN to BSN program is designed for Registered Nurses who desire to obtain a Bachelor of Science degree in Nursing. The RN to BSN program at Waldorf University is a degree completion program that applies appropriate academic credit from nursing diploma and associate degree programs toward the BSN degree for licensed nurses. This program builds on students' current expertise in nursing and provides an opportunity for students to grow professionally, improve excellence in practice skills, and identify strategies to meet the requirements of the evolving healthcare environment in a globally diverse population.

Waldorf's RN to BSN degree program is a post-licensure completion program that requires students to have a current RN license for admission. Evidence of current, unencumbered, and unrestricted RN license in the U.S.A. is required for permission to enroll in any professional core classes in the RN-BSN completion program. This program is not designed to lead to additional licensure or certification upon graduation.

PLO 1.A. Develop accountability for leading and managing best practices for population-managed health care.
PLO 1.B. Assess, holistically and systematically, the health status of culturally diverse individuals, families, and communities to determine health care needs.
PLO 1.C. Design teaching methods based on evidence-based information, assisting individuals and families in achieving their health goals.
PLO 1.D. Evaluate nursing theory, research, and evidence-based practice in the health care environment.
PLO 1.E. Develop plans with individuals, families, and other members of the health care team to ensure holistic, individualized care applying ethical, legal, and professional standards of care.

General Education Core Requirements ..... 54 cr.

(Associate Degree/Diploma Program courses will be reviewed for alignment with Waldorf General Education Core Requirements)

Major Requirements ..... 30 cr.

NUR 3010	Professional Concepts of Nursing*	3
NUR 3020	Advanced Health Assessment	3
NUR 4030	Leadership and Management Principles for Nurses	3
NUR 4040	Population-Based Nursing	3
NUR 4050	Faculty Guided Wellness Experience*	3
NUR 4060	Teaching in Health Care*	3
NUR 4070	Evidence-Based Practice	3
NUR 4080	Legal and Ethical Issues	3
NUR 4090	Nursing Capstone*	3
REL 4035	Life, Meaning, and Vocation	3

*Courses to be completed in combination with approved practicum experience in the community or place of employment.

Associate Degree/Diploma Program Transferred Nursing Credit 36 credits

Any Waldorf courses may be selected from the catalog and used as electives provided that they are not used to satisfy other program requirements.

OCCUPATIONAL SAFETY

With the continued growth of job opportunities in this field, Waldorf's bachelor's degree in Occupational Safety provides both foundational and advanced knowledge of the discipline of occupational safety. Learners explore a variety of technical areas within safety including industrial hygiene, construction safety, fire safety, and risk management. In addition, students are immersed in management topics that are critical to the initial implementation of a safety program as well as the maintenance of an organization's peak safety performance. The bachelor's degree is designed for students with no prior safety experience who are seeking to become entry-level safety professionals in industries such as manufacturing, construction, and fire science. The program is also well-suited for students who may already have occupational safety experience but desire to become a formally degreed safety professional.

The Board of Certified Safety Professionals will recognize Waldorf's B.A. and B.A.S. in Occupational Safety degrees for the application process under the Associate Safety Professional designation and the Certified Safety Professional designation.

B.A. OCCUPATIONAL SAFETY

PLO 1. Students will apply safety and health-related theory and technology.
PLO 2. Students will analyze workplaces to identify occupational hazards.
PLO 3. Students will formulate solutions to control occupational hazards.
PLO 4. Students will collaborate with others in their respective organizations to minimize occupational hazards.

General Education Core Requirements ..... 60 cr.

Major Requirements ..... 30 cr.

OSH 3001	Fundamentals of Occupational Safety and Health	3

OSH 3651	Total Environmental, Health, and Safety Management	3
OSH 4301	Fundamentals of Industrial Hygiene	3
FSC 3345	Introduction to Fire Prevention	3
OSH 3640	Interactions of Hazardous Materials	3
OSH 3701	Industrial Ergonomics	3
OSH 4601	Accident Investigation	3
BUS 4680	Human Resource Development	3
OSH 3525	Legal Aspects of Safety and Health	3
OSH 3401	Construction Safety	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Occupational Safety and Health (OSH), Emergency Management (EMG), Homeland Security (HLS), or Fire Science (FSC)course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits. The following are sample electives.

OSH 4010	Safety Supervisor	3
OSH 4520	Risk Management	3
OSH 3303	Workers' Compensation	3
OSH 4309	Lean Safety Management	3
OSH 4208	Advanced Concepts in Safety and Health	3
OSH 4410	Managerial Issues in Hazardous Materials	3
OSH 3301	Fleet Safety	3
EMG 3000	Introduction to Emergency Management	3
EMG 3002	Disaster Response and Recovery	3
EMG 3100	Terrorism in Emergency Management and Disaster Management	3
FSC 4631	Advanced Principles of Fireground Strategies and Tactics	3
FSC 4753	Terrorism Incident Management and Emergency Procedures	3
HLS 3020	Domestic Terrorism and Homegrown Violent Extremists	3
HLS 3030	Radicalization	3
HLS 3040	Maritime, Border, and Transportation Security	3

B.A.S. OCCUPATIONAL SAFETY

PLO 1: Students will apply safety and health-related theory and technology.
PLO 2: Students will analyze workplaces to identify occupational hazards.
PLO 3: Students will formulate solutions to control occupational hazards.
PLO 4: Students will collaborate with others in their respective organizations to minimize occupational hazards.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

OSH 3001 Fundamentals of Occupational Safety

OSH 3001	Fundamentals of Occupational Safety and Health	3
OSH 3651	Total Environmental, Health, and Safety Management	3
OSH 4301	Fundamentals of Industrial Hygiene	3
FSC 3345	Introduction to Fire Prevention	3
OSH 3640	Interactions of Hazardous Materials	3
OSH 3701	Industrial Ergonomics	3
OSH 4601	Accident Investigation	3
OSH 3525	Legal Aspects of Safety & Health	3
OSH 3401	Construction Safety	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog and to be used as electives provided that they are not used to satisfy other program requirements. The following are sample electives.

BUS 4680	Human Resource Development	3
OSH 4010	Safety Supervisor	3
OSH 4520	Risk Management	3
OSH 3303	Workers' Compensation	3
PSY 3490	Industrial/Organizational Psychology	3
OSH 4309	Lean Safety Management	3
OSH 4208	Advanced Concepts in Occupational Safety and Health	3
OSH 4410	Managerial Issues in Hazardous Materials	3
PSY 4510	Attitudes and Persuasion	3
OSH 3301	Fleet Safety	3
ORG 3651	Leadership	3

Grand Total ..... 120 cr.

ORGANIZATIONAL LEADERSHIP

Maximize your potential to influence positive organizational change with a Bachelor of Science in Organizational Leadership from Waldorf University. Topics covered include organizational behavior; business ethics; team building; creative thinking; organizational psychology; and negotiation/conflict resolution. Business Policy and Strategic Management; and more.

STUDENTS COMPLETING A BS OR BAS IN ORGANIZATIONAL LEADERSHIP MUST COMPLETE PSY 1010 AS A MAJOR REQUIREMENT WITH A PASSING GRADE OF C OR HIGHER.

B.S. ORGANIZATIONAL LEADERSHIP WITH CONCENTRATION

PLO 1.A. Students will be able to compare various leadership styles.
PLO 1.B. Students will be able to discuss the importance of goal setting as it relates to organizational vision.
PLO 1.C. Students will be able to explain the importance of vision when leading an organization globally.
PLO 2.A. Students will be able to perform an effective oral presentation.
PLO 2.B. Students will be able to demonstrate conflict negotiation styles.

PLO 2.C. Students will be able to describe how motivational techniques can be used to enhance employee performance.
PLO 3.A. Students will be able to create a team using a skills-motivation matrix.
PLO 3.B. Students will be able to discuss the importance of training programs in enhancing team performance.
PLO 3.C. Students will be able to detail the benefits of organizational diversity.
PLO 4.A. Students will be able to create a Negotiation Planning Guide for organizational implementation.
PLO 4.B. Students will be able to propose a plan to improve organizational culture.
PLO 4.C. Students will be able to recommend strategies to overcome resistance to change.

General Education Core Requirements ..... 60 cr.

Major Requirements ..... 24 cr.

ORG/BUS 3651	Leadership	3
ORG 4000	Organization Diversity and Inclusion	3
ORG 4040	Communication Skills for Leaders	3
ORG 4060	Team Building and Leadership	3
ORG 4160	Negotiation and Conflict Resolution	3
ORG/BUS 3451	Organizational Theory and Behavior	3
PSY 3490	Industrial/Organizational Psychology	3
PSY 3140	Social Psychology	3

Concentration Required — Group B ..... 15 cr.

Choose one of the following concentrations: Diversity and Inclusion, Global Leadership, Health Care Management, Leadership Communication, or Occupational Safety and Health.

Professional Electives—Group B ..... 21 cr.

For the remaining 24 credits of Professional Electives, please select from any Organizational Leadership (ORG) or Business (BUS) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits. The following are sample electives.

BUS 3211	Consumer Behavior	3
BUS 3352	Human Resource Management	3
BUS 3602	Principles of Management	3
BUS 3900	Employment and Labor Law	3
BUS 4750	Human Resource Management Strategy and Emerging Issues	3

B.S. ORGANIZATIONAL LEADERSHIP
NON-CONCENTRATION OPTION

General Education Core Requirements ..... 60 cr.

Major Requirements ..... 30 cr.

ORG/BUS 3451	Organizational Theory and Behavior	3

BUS 3210	Business Law	3
PSY 3140	Social Psychology	3
BUS 4951	Business Policy and Strategic Management	3
BUS 4751	Business Ethics	3
BUS 3201	Principles of Marketing	3
ORG/BUS 4000	Organization Diversity and Inclusion	3
ORG/BUS 4040	Communication Skills for Leaders	3
PSY 3490	Industrial/Organizational Psychology	3
ORG/BUS 4060	Team Building and Leadership	3

Professional Electives—Group B ..... 30 cr.

For the remaining 30 credits of Professional Electives, please select from any Organizational Leadership (ORG) or Business (BUS) course offered at Waldorf, provided the courses are not already used to satisfy other program requirements. The concentration options listed may also be used toward elective credits. The following are sample electives.

BUS 3210	Business Law	3
BUS 3211	Consumer Behavior	3
BUS 3352	Human Resource Management	3
ORG/BUS 3451	Organizational Theory and Behavior	3
BUS 3602	Principles of Management	3
BUS 4750	Human Resource Management Strategy and Emerging Issues	3
BUS 3900	Employment and Labor Law	3
ORG 4160	Negotiation and Conflict Resolution	3
ORG 4800	Leading Virtual Teams	3
ORG 3800	Leadership Across Generations	3

B.A.S. ORGANIZATIONAL LEADERSHIP

PLO 1.A. Leadership Styles. Students will be able to compare various leadership styles.
PLO 1.B. Goal Setting. Students will be able to discuss the importance of goal setting as it relates to organizational vision.
PLO 1.C. Global Leadership. Students will be able to explain the importance of vision when leading an organization globally.
PLO 2.A. Students will be able to perform an effective oral presentation.
PLO 2.B. Students will be able to demonstrate conflict negotiation styles.
PLO 2.C. Students will be able to describe how motivational techniques can be used to enhance employee performance.
PLO 3.A. Students will be able to create a team using a skills-motivation matrix
PLO 3.B. Students will be able to discuss the importance of training programs in enhancing team performance.
PLO 3.C. Students will be able to detail the benefits of organizational diversity.
PLO 4.A. Students will be able to create a Negotiation Planning Guide for organizational implementation.
PLO 4.B. Students will be able to propose a plan to improve organizational culture.
PLO 4.C. Students will be able to recommend strategies to overcome resistance to change.

General Education Core Requirements ..... 30 cr.

Major Requirements ..... 30 cr.

ORG/BUS 3451	Organizational Theory and Behavior	3
BUS 3651	Leadership	3

ORG 4000	Organization Diversity and Inclusion	3
ORG 4040	Communication Skills for Leaders	3
ORG 4060	Team Building and Leadership	3
ORG 4160	Negotiation and Conflict Resolution	3
PSY 3490	Industrial/Organizational Psychology	3
PSY 3140	Social Psychology	3
REL 4035	Life, Meaning, and Vocation	3

Choose one course from an Organizational Leadership concentration

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.

ORG 3800	Leadership Across Generations	3
ORG 4800	Leading Virtual Teams	3
BUS 3211	Consumer Behavior	3
BUS 3352	Human Resource Management	3
BUS 3602	Principles of Management	3
BUS 3900	Employment and Labor Law	3
BUS 4750	Human Resource Management Strategy and Emerging Issues	3
PSY 3350	Theories of Personality	3
PSY 3380	Psychology of Adjustment	3
PSY 3480	Principles of Learning	3
PSY 4560	Psychological Assessment	3

Grand Total ..... 120 cr.

B.S./ B.A.S. ORGANIZATIONAL LEADERSHIP CONCENTRATIONS

Global Leadership Concentration ..... 15 cr.

BUS 4351	International Economics	3
BUS 4426	International Management	3
BUS 4301	International Financing	3
BUS 4751	Business Ethics	3
ORG 4800	Leading Virtual Teams	3

Diversity and Inclusion Concentration ..... 15 cr.

HUM 2350	Lessons for Life I	3
HUM 2360	Lessons for Life II	3
HUM 2450	Fostering Diversity and Inclusion I	3
HUM 2500	Fostering Diversity and Inclusion II	3
ORG 3800	Leadership Across Generations	3

Health Care Management Concentration ..... 15 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care Management	3
HCM 3303	Health Informatics Principles and Practice	3
HCM 3801	Issues and Trends in Health Care	3
HCM 4053	Financial Management of Health Care Organization	3

**Course prerequisites are listed in the course description section of the catalog.*

Leadership Communication Concentration ..... 15 cr.

BUS 2026	Organizational Communication	3
BUS 3602	Principles of Management	3
BUS 2551	Intercultural Management	3
ORG 4800	Leading Virtual Teams	3
BUS 4080	Creative Thinking and Problem-Solving	3

Occupational Safety and Health Concentration ..... 15 cr.

OSH 3001	Fundamentals of Occupational Safety and Health	3
OSH 3303	Worker's Compensation	3
OSH 3401	Construction Safety	3
OSH 3525	Legal Aspects of Safety and Health	3
OSH 3640	Interactions of Hazardous Materials	3

PSYCHOLOGY

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. By the very nature of the profession, psychology is a service vocation. This fits well with Waldorf's mission of preparing students for "lives of service." A Bachelor's degree in psychology prepares students to be well-rounded, educated individuals as it reflects many of the goals of a liberal arts education by providing a knowledge base, thinking skills, analytical reasoning, interpersonal skills, and ethical values. Psychology majors are prepared to pursue graduate and professional programs in psychology, where they could further specialize in a variety of areas in psychology including clinical, experimental, developmental, social, cognitive, human factors, sports, industrial/organizational, health, and forensics. They are also prepared for further education in areas such as medicine, law, social work, nursing, and ministry.

Some psychology majors directly enter the job market in positions related to psychology, including case managers, childcare workers, corrections or parole officers, mental health technicians, political campaign workers, public relations specialists, and social services workers. Others with bachelor's degrees find positions in jobs that at first glance do not seem directly related to psychology, such as advertising agents, college admissions officers, congressional aides, customer service representatives, human resources workers, law enforcement officers, insurance agents, marketing researchers, restaurant managers, public relations experts, and loan officers.

STUDENTS COMPLETING A BA or BAS PSYCHOLOGY DEGREE MUST COMPLETE BIO 1030 and MTH 2023 AS MAJOR REQUIREMENTS WITH A PASSING GRADE OF C OR HIGHER.

B.A. PSYCHOLOGY

PLO 1.A. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, biological psychology, and developmental psychology
PLO 1.B. Students will be able to apply their knowledge of psychology to real-world contexts including personal, social, and organizational contexts.
PLO 2.A. Students will demonstrate competence in theoretical knowledge related to statistics and research methods.
PLO 2.B. Students will be able to design and interpret the findings of a basic research study that addresses a psychological question using appropriate research methods and analysis methods to analyze and interpret the results of the study.

PLO 2.C. Students will demonstrate an understanding of the APA Code of Ethics [i.e. The Belmont Report and Research Section 8].
PLO 3.A. Students will utilize critical and creative thinking to complete a major theoretical paper that addresses a research question in psychology in APA documentation style.
PLO 3.B. Students will be able to critique articles in psychological and scientific journals.

General Education Core Requirements ..... 60 cr.

Lab science is strongly recommended for students considering graduate school.

Major Required—Group A ..... 30 cr.

PSY 1010	General Psychology	3
PSY 3450	Psychological Disorders	3
PSY 3140	Social Psychology	3
PSY 3019	History and Systems of Psychology	3
PSY 3150	Developmental Psychology	3
PSY 3350	Theories of Personality	3
PSY 3460	Cognitive Psychology	3
PSY 4021	Physiological Psychology	3
PSY 4501	Research Methods	3
PSY 4995	Senior Capstone	3

Professional Electives—Group B ..... 15 cr.

Select 15 credits from the list below or any qualified transfer credit in Psychology

PSY 3100	APA for Academic Writing	3
PSY 4030	Sensation and Perception	3
PSY 4510	Attitudes and Persuasion	3
PSY 4515	Psychology of Prejudice and Discrimination	3
PSY 3380	Psychology of Adjustment	3
PSY 3480	Principles of Learning	3
PSY 4560	Psychological Assessment	3
PSY 3220	Health Psychology	3
PSY 3490	Industrial Organizational Psychology	3
PSY 3205	Psychology of Gender	3
PSY 3210	Close Relationships	3
CRJ 3020	Mental Health and Crime	3

Remaining Electives—Group C ..... 15 cr.

For the remaining elective credits, any Waldorf Courses (including those not selected in Group B) may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. A concentration is recommended, and the concentration options listed may also be used toward elective credits.

B.A.S. PSYCHOLOGY

PLO 1.A. Core Content Area Knowledge. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, physiological psychology, and developmental psychology.
PLO 1.B. Knowledge Application. Students will be able to apply their knowledge of psychology to real-world contexts including personal, social, and organizational contexts.
PLO 2.A. Research Methods and Statistics Knowledge. Students will demonstrate competence in theoretical knowledge related to statistics and research methods.

PLO 2.B. Design of Research Studies. Students will be able to design and interpret the findings of a basic research study that addresses a psychological question using appropriate research methods and analysis.
PLO 2.C. Research Ethics. Students will demonstrate an understanding of t h e APA Code of Ethics [i.e., The Belmont Report and Research Section 8].
PLO 3.A. Critical and Creative Thinking Skills. Students will utilize critical and creative thinking to complete a major theoretical paper that addresses a research question in psychology in APA documentation style.
PLO 3.B. Critical Review of Research Literature. Students will be able to critique articles in psychological and scientific journals.

General Education Core Requirements ..... 30 cr.

Lab science is strongly recommended for students considering graduate school.

Major Requirements ..... 30 cr.

PSY 1010	General Psychology	3
PSY 3140	Social Psychology	3
PSY 3150	Developmental Psychology	3
PSY 3350	Theories of Personality	3
PSY 3450	Psychological Disorders	3
PSY 3460	Cognitive Psychology	3
PSY 4021	Physiological Psychology	3
PSY 4501	Research Methods	3
PSY 4995	Senior Capstone	3
REL 4035	Life, Meaning, and Vocation	3

Electives ..... 60 cr.

Any Waldorf courses may be selected from the catalog to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives. The concentration options listed may also be used toward elective credits.

PSY 3019	History and Systems of Psychology	3
PSY 3100	APA for Academic Writing	3
PSY 3205	Psychology of Gender	3
PSY 3210	Close Relationships	3
PSY 3220	Health Psychology	3
PSY 3380	Psychology of Adjustment	3
PSY 3480	Principles of Learning	3
PSY 3490	Industrial/Organizational Psychology	3
PSY 4030	Sensation and Perception	3
PSY 4510	Attitudes and Persuasion	3
PSY 4515	Psychology of Prejudice and Discrimination	3
PSY 4560	Psychological Assessment	3
CRJ 3020	Mental Health and Crime	3

Grand Total ..... 120 cr.

B.A./ B.A.S. PSYCHOLOGY CONCENTRATIONS

Students may choose one or more concentrations, applying the credits to the elective requirements.

Communications ..... 12 cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Mass Communications and Society	3
Choose one from the following:		
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory*	3

**See course descriptions for hardware/software requirements*

Criminal Justice……..... 12 cr.

CRJ 2000	Introduction to Criminal Justice	3
CRJ 2501	Criminology	3
Choose the remaining 6 credits from any additional Criminal Justice courses offered at Waldorf. Below are examples of courses that may be selected:		
CRJ 2001	Theory and Practice of Law Enforcement	3
CRJ 2200	Theory and Practice of Corrections	3

Fire Science …….... 12 cr.

FSC 3110	Community Risk Reductions for the Fire and Emergency Services	3
FSC 3210	Fire Dynamics	3
FSC 3610	Fire Related Human Behavior	3
Choose one from the following:		
FSC 2010	Principles of Fire and Emergency Services	3
FSC 3601	Fire Prevention Organization and Management	3

Health Care Management ..... 12 cr.

HCM 1301	Basic Medical Terminology	3
HCM 3002	Introduction to Health Care Management	3
HCM 3801	Issues and Trends in Health Care	3
HCM 4053	Financial Management of Health Care Organizations	3

*Course prerequisites are listed in the course description section of the catalog.

Occupational Safety and Health ..... 12 cr.

OSH 3001	Fundamentals of Occupational Safety and Health	3
OSH 3651	Total Environmental, Health, and Safety Management	3
OSH 4301	Fundamentals of Industrial Hygiene	3
Choose one from the Following:		
FSC 3345	Introduction to Fire Prevention	3
OSH 3640	Interactions of Hazardous Materials	3
OSH 3701	Industrial Ergonomics	3
OSH 4601	Accident Investigation	3

*Course prerequisites are listed in the course description section of the catalog.

Sport Management ..... 12 cr.

SMT 2701	Sociology of Sport	3
SMT 4101	Sport Administration	3
Choose one from the following:		
SMT 2801	Sport Public Relations and Promotions	3
SMT 3901	Sport Fundraising	3

SMT 4001	Sport Facilities	3
SMT 4201	Sport Financing	3
SMT 4301	Sport Legal Liability and Risk Management	3

Students considering graduate school for Psychology are strongly advised to enroll in the B.A. program, rather than the B.A.S. program.

B.A. PSYCHOLOGY CONCENTRATIONS

Industrial Organizational Psychology ..... 12 cr.

BUS 2551	Intercultural Management	3
BUS 3211	Consumer Behavior	3
PSY 3490	Industrial Organizational Psychology	3
PSY 4560	Psychological Assessment	3

Mental Health and Counseling ..... 12 cr.

PSY 3210	Close Relationships	3
PSY 3220	Health Psychology	3
PSY 4515	Psychology of Prejudice and Discrimination	3
PSY 4560	Psychological Assessment	3

PUBLIC RELATIONS

With a Bachelor's degree in Public Relations, you will learn the art of building mutually beneficial relationships between organizations and their publics—an ever-increasing necessity in today's competitive, global marketplace. During your studies, you will integrate new technology with strategic communication to analyze and implement effective public relations plans and special events. As a Public Relations major, you will learn the art of building a company's brand from within and then developing programming that meets objectives based in research. You will become adept at managing messages for diverse populations and platforms, including online communities. Your education at Waldorf will prepare you to begin your exciting career as a bridge builder between companies and their stakeholders.

B.A. PUBLIC RELATIONS

PLO 1.A. Students will identify relevant historical details.
PLO 1.B. Students will illustrate the societal impact of various communication mediums.
PLO 2.A. Students will be able to write a competent news story.
PLO 2.B. Students will apply effective language skills.
PLO 3.A. Students will identify visual communications theories.
PLO 3.B. Students will critically assess visual phenomena.
PLO 3.C. Students will illustrate proficiency in visual communications in the production of a final project.
PLO 4.A. Students will be able to define news and recognize the importance of the free press.
PLO 4.B. Students will demonstrate an understanding of the obligations and rights of the media in a free society.
PLO 4.C. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.
PLO 5.A. Students will effectively produce a website.
PLO 5.B. Graduates will illustrate keen media literacy skills.

General Education Core Requirements ..... 60 cr.

Major Required—Group A ..... 30 cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory*	3
COM 2040	Introduction to Public Relations	3
COM 3010	Publication Design	3
COM 3020	Radio Production*	3
COM 3030	Television/Film Production*	3
COM 4420	Media Literacy	3
COM 4520	Senior Capstone	3

Professional Electives—Group B ..... 9 cr.

In-Field Electives: Choose a minimum of 6 credits from the following courses:

COM 3400	Digital Imaging*	3
COM 4010	Web Design	3
COM 4360	Crisis Management	3

Remaining Professional Electives ..... 15 cr.

For the remaining 15 credits, courses can be selected from the list below or any course not used to satisfy other program requirements.

BUS 3201	Principles of Marketing	3
BUS 3352	Human Resource Management	3
BUS 3451	Organizational Theory and Behavior	3
BUS 4060	Team Building and Leadership	3
BUS 4080	Creative Thinking and Problem-Solving	3
BUS 4160	Negotiation/Conflict Resolution	3
PSY 3140	Social Psychology	3
PSY 4510	Attitudes and Persuasion	3

Grand Total ..... 120 cr.

B.A.S. PUBLIC RELATIONS

PLO 1.A. Students will identify relevant historical details.
PLO 1.B. Students will illustrate the societal impact of various communication mediums.
PLO 2.A. Students will be able to write a competent news story.
PLO 2.B. Students will apply effective language skills.
PLO 3.A. Students will identify visual communications theories.
PLO 3.B. Students will critically assess visual phenomena.
PLO 3.C. Students will illustrate proficiency in visual communications in the production of a final project.
PLO 4.A. Students will be able to define news and recognize the importance of the free press.
PLO 4.B. Students will demonstrate an understanding of the obligations and rights of the media in a free society.
PLO 4.C. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.
PLO 5.A. Students will effectively produce a website.
PLO 5.B. Graduates will illustrate keen media literacy skills.

General Education Core Requirements ..... 30 Credits

Major Required ..... 30 Cr.

COM 1010	Introduction to Graphic Design*	3
COM 1020	Introduction to Digital Technology*	3
COM 1030	Editing for Journalists	3
COM 1040	News Gathering and Reporting	3
COM 2010	Visual Theory*	3
COM 2040	Introduction to Public Relations	3
COM 3180	Editing for Journalists	3
COM 4410	Mass Media Law	3
COM 4520	Senior Capstone	3
REL 4035	Life Meaning and Vocation	3

** See course descriptions for hardware/software requirements*

Professional Electives—Group B ..... 6 cr.

In-Field Electives: Choose a minimum of 6 credits from the following courses

COM 3400	Digital Imaging*	3
COM 4010	Web Design	3
COM 4360	Crisis Management	3
COM 3010	Publication Design	3
COM 3020	Radio Production*	3
COM 3030	TV/Film Production*	3

Electives ..... 54 Cr.

All Waldorf courses may be selected from the catalog and course schedule to be used as electives, provided that they are not used to satisfy other program requirements. The following are sample electives.

COM 3400	Digital Imaging*	3
COM 4010	Web Design	3
COM 4360	Crisis Management	3
COM 4410	Mass Media Law	3
COM 4420	Media Literacy	3
BUS 3201	Principles of Marketing	3
BUS 3352	Human Resource Management	3
BUS 3451	Organizational Theory and Behavior	3
BUS 4060	Team Building and Leadership	3
BUS 4080	Creative Thinking and Problem-Solving	3
BUS 4160	Negotiation/Conflict Resolution	3
PSY 3140	Social Psychology	3
PSY 4510	Attitudes and Persuasion	3

UNDERGRADUATE COURSE DESCRIPTIONS

Courses of study and their descriptions are arranged according to a number within departments or defined, broad areas of study. Courses numbered 99 and below are considered “preparatory” or "remedial" and do not apply toward a degree at Waldorf University. Up to 3.0 credits per semester/term may be counted internally toward “full-time” status and eligibility for extracurricular activity, but they are not included in any financial aid considerations. Introductory courses are generally numbered 100-199 or 1000-1999, intermediate courses are numbered 200-299 or 20002999, and upper-division courses are numbered 300-499 or 3000-4999. Freshmen and sophomores are allowed to take Waldorf upper-division courses with the instructor's or academic advisor's approval. The number of semester hours of credit for each course is listed following the title, such as (3 cr.).

Courses listed with three (3) digits are residential courses (i.e.: ART121). Courses with four (4) digits are online courses (i.e.: ART 1301).

Courses listed as “on-demand” are offered only when there is sufficient interest. If an insufficient number of students enroll, the course may be canceled.

Suggested Curriculum
Suggested guides are available for each department to assist you with registration. For a curriculum to meet the individual needs of each student, the student together with his or her faculty advisor should: Check carefully to see that all the graduation requirements of Waldorf University are being met.

- Check the requirements for the specific major/minor program to make certain all the requirements are completed.

Carefully choose the electives to be added to the requirements; they add a very special dimension to the studies the student pursues.

A faculty advisor is assigned to assist, guide, and support each student’s academic pursuits. Faculty advisors are assigned, in part, because of their specialized knowledge and should be consulted for adjusting or modifying listed curricula. They should also be consulted for help in developing a curriculum not listed.

Art

ART 121 Drawing I (3 cr.)
The course is designed as a beginning drawing course for both the potential art minor and the student who has no art background. Students work with a variety of media on landscape, figure, and still-life subjects. Emphasis is directed to the development of visual control of form and space. (Course Fee $50) (Fall)

ART 134 Design (3 cr.)
Solving two-dimensional problems using different media. A study of the elements of art and principles of design including line, form, color, and space. (Course Fee $50) (Fall)

ART 221 Drawing II (3 cr.)
A study of the perceptual basis of line, form, color, and texture. Students are engaged in studio problems involving these elements as related to two-dimensional surfaces. (Prerequisite: ART 121) (Course Fee $40) (Fall)

ART 223 Painting I (3 cr.)
The course is designed as a beginning painting course, introducing color, picture organization, and color theory through a variety of subjects, including landscape, figure, and still life. (Course Fee $80) (Spring) **ART 250 Modern to Contemporary Art History (3 cr.)**
A survey of art beginning with the Modern Art movement beginning in 1860 to the beginning of Contemporary Art in 1960 up to today. This course examines the social, economic, and cultural contexts that evolved the art styles.

ART 323 Painting II (3 cr.)
A study of painting in terms of traditional and contemporary concepts with emphasis on developing various painting skills and techniques, while working toward a personal and original statement. Emphasis is given to the development of visual sensitivity to color and form. (Prerequisite: ART 223) (Course Fee $60) (Spring)

ART 421 Drawing III (3 cr.)
This course allows more independence in drawing subjects while focusing on techniques and visual accuracy and working towards a cohesive body of work. (Prerequisite: ART 221) (Course Fee $40) (Fall)

ART 423 Painting III (3 cr.)
This course allows more independence on painting subjects while focusing on techniques and visual accuracy and working towards a cohesive body of work (Prerequisite: ART 323) (Course Fee $60) (Spring)

ART 490 Senior Show and Portfolio Design (3 cr.)
Taken in the final semester, this course culminates in a senior show in the gallery. It affords time for advanced studio work for the show which the student will curate. The student will also prepare a professional portfolio. (Prerequisite: Senior status) (Course Fee $60) (Spring)

ART 1301 Online Course Art Appreciation (3 cr.)
This course presents a diverse array of artworks to help students distinguish artistic form, content, and importance in society. Original artworks are analyzed through their historic style, elements of the design process, and impact on cultural heritage.

ART 1302 Online Course Art Appreciation II (3 cr.)
Art Appreciation II includes a firm foundation and exploration of art through past and present art concepts, conventions, and functions in the expression of cultural, political, and personal views of the world around us.

Biology

BIO 100 Orientation to the Biological Sciences (1 cr.)
A one-credit orientation for any student interested in majoring in the biological sciences. The purpose of this course is to introduce students to 1) the scope and interrelated nature of the biological sciences, 2) the diversity of professions available to graduates of the biological sciences, and 3) some of the requirements students must meet for these professions. Speakers from a wide range of biological sciences will visit the class to dialog with students. (Fall)

BIO 105 Principles of Biology (4 cr.) 3-3
This course is an introduction to biological principles for non-science majors. It does not satisfy the prerequisites for most advanced biology courses. The course material is presented within the context of human experience and covers topics such as cell biology, vertebrate systems, genetics, evolution, ecology, and the interaction of humans and the environment. (Course Fee $85)(3 hours of lecture and 3 hours of laboratory)

BIO 120 General Biology (4 cr.) 3-3

A foundation course for science and pre-professional majors, this course offers introductions to ecology, basic biochemistry, cell structure and function, genetics, and principles of evolution within a context promoting scientific inquiry. (Prerequisites: 1 year of high school biology, 1 year of high school chemistry, and concurrent enrollment in CHM 131 are recommended) (Course Fee $85)

BIO 125 Introduction to Environmental Science (4 cr.) 3-3

This course offers introductory studies of the environmental sciences. Students will examine how human cultures have changed habitats in their pursuit of resources and how these changes have affected ecosystems and human cultures. Examples will include local, national, and global topics. The influence of economic and political factors on environmental issues also will also be explored. Lab exercises will illustrate concepts. (Prerequisite: BIO 105 or BIO 120 or PHY 151 or CHM 131) (Course Fee $85)

BIO 155 Basic Human Anatomy and Physiology (4 cr.) 3-3

The structure and function of the human body, including discussions of dysfunction, current issues, and practical applications. Designed for Health Promotions & Exercise Science and Education majors. Credit will not be given to students majoring in Biology. (Prerequisite: BIO 105)

BIO/HPE 207 Principles of Nutrition (3 cr.) 3-0

An introductory course designed to familiarize students with the biochemical processes of digestion, absorption, and metabolism, as well as the contributions of various nutrients to the health of individuals at various ages, appropriate for pre-health professionals.

BIO 220 General Zoology (4 cr.) 3-3

A survey of the animal kingdom. Topics include animal structure and function, growth and development, taxonomy and phylogeny, ecology and distribution. Concepts learned in BIO 120 will be applied to this study of animals. (Prerequisite: BIO 120 for BIO majors) (Course Fee $85)

BIO 222 General Botany (4 cr.) 3-3

A survey of the plant kingdom. Topics include plant structure and function, growth and development, taxonomy and phylogeny, ecology, and distribution. Concepts learned in BIO 120 will be applied to this study of plants. (Prerequisite: BIO 120 for BIO majors) (Course Fee $85)

BIO 250 Medical and Scientific Terminology (3 cr.)

This course is an advanced, systematic study of Latin and Greek word elements (word roots, prefixes, suffixes, and combining forms) from which medical and scientific vocabularies are constructed. Students will acquire a working knowledge of professional terminology related to the structure and function of human and animal body systems in states of health and disease, including diagnosis, scientific and clinical procedures, and pharmacology. The focus will be on the understanding, construction, analysis, spelling, and pronunciation of medico-scientific terminology in the context of case studies, prescriptions, and scientific research. Common abbreviations, acronyms, and symbols applicable to each system will also be covered. The depth and scope of this course will prepare students for the advanced scientific and medical-related coursework required in graduate and pre-professional programs and will enhance student performance in advanced professional admission examinations that utilize medico-scientific vocabulary, such as the MCAT, GRE, PCAT, and DAT (Prerequisite: Sophomore standing)

BIO 292 Intermediate Biological Literature and Experimental Methods (2 cr.)

This course is designed to help biology students develop competency in critically reading scientific literature. In this course, students will learn how to find, read, synthesize, and judge the quality of primary research articles. To help strengthen this specific set of skills students will summarize the structure and arguments of research papers and lead/participate in class discussions of primary research articles before conducting an explosive scholarly search of their own within their chosen biology topic. They will then present their findings in both an oral presentation and a written review. (Prerequisite: Sophomore standing in the Biology program)

BIO 330 Biochemistry (4 cr.) 3-3
An introduction to biological macromolecules and their components. Topics will include thermodynamics, kinetics, cell membrane functions, the control and integration of anabolic and catabolic processes governing protein and lipid homeostasis and energy production/utilization, biochemistry underlying physiological processes including cell signaling and the senses, and drug discovery. Emphasis is placed on structure and function relationships among proteins, carbohydrates, lipids, and nucleic acids. (Prerequisites: BIO 120 and CHM 242) (Course Fee $85)

BIO 332 Genetics (4 cr.) 3-3
A survey of the principles of Mendelian, molecular, population, and human genetics. Laboratories will introduce students to methods and model organisms used for studying genetics and will explore both classical and molecular techniques. (Prerequisites: BIO 120 and CHM 132) (Course Fee $85)

BIO 340 Microbiology (4 cr.) 3-4
The biology of microorganisms emphasizes the morphology, physiology, and ecology of bacteria, fungi, and viruses, and their importance in medicine, the environment, agriculture, and industry. Laboratory emphasize culturing, observing, staining, and identifying microorganisms. (Prerequisite: BIO 120 and CHM 132) (Course Fee $85)

BIO 350 Comparative Chordate Anatomy (4 cr.) 3-3
A rigorous study of the origin and evolution of chordates, comparing anatomy, functional morphology, and evolutionary morphology across taxa. Laboratories include comparative dissections of different chordates, ranging from primitive fish to mammals. (Prerequisite: BIO 220) (Course Fee $85)

BIO 352 Mammalian Physiology (4 cr.) 3-3
A rigorous study of the physiological systems and adaptive mechanisms of vertebrates to environmental variables. Topics include cellular, cardiovascular, neural and muscular, respiratory, renal, digestive, hormonal, and reproductive physiology, and pathophysiological conditions. Emphasis on mammalian physiology. (Prerequisites: BIO 350 and CHM 132; CHM 242 recommended) (Course Fee $85)

BIO 370 Ecology (4 cr.) 3-3
The study of ecological systems, including physiological and population ecology, species interactions and community structure, energy flow and nutrient cycles, and the impacts of humans on the environment. . The laboratory will include field trips, hands-on data/specimen collection, virtual simulations, and an introduction to biostatistical analysis. (Prerequisites: BIO 220, BIO 222, CHM 132, and MTH 201) (Course Fee $85)

BIO374 Evolutionary Biology (4 cr.) 3-2
Evolutionary theory forms the foundation for all modern biological thought. This course examines the history and processes of evolution in detail, including phylogenies, population genetics, selection, speciation, behavior, and disease. It will explore the evidence and methods by which biologists reconstruct the history of life on Earth and understand evolution as a continuous, dynamic process of life.(Prerequisites: BIO 220 or BIO 222, and BIO 332)

BIO 440 Cell and Molecular Biology (4 cr.) 3-3
An introduction to the cell as a biological unit and various molecular aspects of DNA, RNA, and protein structure, function, and expression. Topics include cell ultrastructure of the cell, macromolecular organization and function of cell components, recombinant DNA and genetic engineering, and regulation of gene activity. Laboratory activities focus on modern methods and instrumentation in cell and molecular biology. (Prerequisites: BIO 330, BIO 332) (Course Fee $85)

BIO 442 Developmental Biology (4 cr.) 3-2
A study of the developmental processes that occur within the organelles, cells, tissues, organs, and organ systems of both plants and animals. Topics will include gametogenesis through organogenesis, morphogenesis, and senescence. Laboratories will include observation and experimentation with animal and plant systems. (Prerequisite: BIO 220, BIO 222, and BIO 332; BIO 440 recommended) (Course Fee $85)

BIO 446 Histology (4 cr.) 3-3
This course offers a rigorous microscopic study of the structure of human cells and tissues, their morphological differences, and their organization within major organ systems. Emphasis will be placed on integrating system structures with function. Diseased tissues from common human diseases will be introduced to compare normal with pathological, to help students recognize and describe pathological changes in tissues, and to introduce consequences of pathological changes. Histological tissue preparations including fixation, embedding, stains, staining technologies, sectioning, and various types of microscopies will be introduced. Students will prepare tissue samples for light microscopies and immunocytochemistry. (Prerequisites: BIO350; Additional recommendation: BIO352)

BIO 470 Conservation Biology (4 cr.) 3-3
The biological basis of biodiversity and factors that affect it. Topics will include the history and development of resource conservation, introduction to population viability, landscape processes, restoration, and other current topics. Terrestrial systems will be emphasized. Students will complete a project in the geospatial analysis lab. Some Saturday trips. (Prerequisite: BIO 370 strongly recommended) (Course Fee $85)

BIO 491 Biology Senior Research Thesis I (1-3 cr.)
A preparatory course using a literature search and proposal preparation for a research project. Students meet periodically with a research advisor and submit a literature review and project proposal at the end of the semester. (Prerequisite: completion of at least 36 credits in the Biology major) (BIO 491 and BIO 492 must equal 4 credits)

BIO 492 Biology Senior Research Thesis II (1-3 cr.)
The completion phase for the research project proposed in BIO 491. At the end of the semester, students prepare a written report and an oral summary to be presented in BIO 499, Senior Seminar. (Prerequisite: BIO 491) (BIO 491 and BIO 492 must equal 4 credits)

BIO 493 Special Problems for Secondary Education Majors (3 cr.)
A capstone, investigative experience for Secondary Education majors pursuing a Science Endorsement. Students will apply their knowledge and skills in the biological sciences to design and complete a research-type project. A final paper is required. (Prerequisite: Senior status)

BIO 494 Summer Biological Research Internship (1 cr.)
A course to fulfill internship requirements for off-campus summer research experiences. Enrolled students must be accepted into a summer research program AND have department permission prior to registration. After completion of a 6-8-week supervised research internship, students will prepare a written report summarizing their research project/experiences and give an oral presentation at a department approved research conference. An evaluation from the on-site mentor/supervisor and a student self evaluation are also required. This course may be repeated up to three (3x) times with departmental permission. (Prerequisites: Acceptance into a summer research program. Requires departmental permission prior to registration)

BIO 495 Biology Internship (4 cr.)
Supervised work experience in a biology lab or area related to career choice. At the end of the internship, students prepare a written report and an oral summary to be presented in BIO 499, Senior Seminar.

(Prerequisite: completion of at least 36 credits in the Biology major; in addition, students must have already been accepted into an internship AND have departmental approval prior to registration)

BIO 499 Senior Seminar (1 cr.) 1-0
A capstone course required for graduation that is designed to provide an integration of concepts in biology with a discussion of the ethics of applied biology. Students explore current research literature and make formal presentations of impactful recent publications. (Prerequisite: Senior status as a Biology major)

BIO 1030 Online Course Principles of Biology (3 cr.)
An introduction to biological principles for the non-science major. This course does not satisfy the prerequisites for most advanced biology courses. The course stresses many of the basic principles behind biological processes and relates many topics to the human experience when practical. Topics include the nature of science, cell biology, basic biochemistry, homeostasis, genetics and inheritance, ecology and evolution.

Business

BUS 131 Introduction to Business (3 cr.)
Presents the fundamentals of business principles and practices. Business strategies emphasized are decision-making and planning, teamwork, technology, and communication. Topics include analysis of the business environment, starting a new business, managing business and employees, marketing, accounting, and finance. (Fall)

BUS 155 Computer Applications (3 cr.)
Introduction to computers and applications, especially for personal use. Hands-on experience with a word processor, presentation software, spreadsheet and database management system, and Web-based applications. (Previously CIS101 and CIS101A) (Fall and Spring)

BUS 220 Principles of Accounting (4 cr.)
This comprehensive first course in accounting emphasizes the accounting principles essential for a sole proprietorship and develops the various journals, ledgers, and financial statements necessary for business organizations. (Previously BUS 101) (Fall)

BUS 225 Managerial Accounting (4 cr.)
Managerial Accounting emphasizes decision-making for corporations. The course focuses on reading, analyzing, and interpreting financial statements for a corporation. Included are bond valuation, preparation of Cash Flow Statements, ratio analysis, and cost accounting principles for manufacturing firms. (Prerequisite: BUS 220 or consent of the instructor) (Previously BUS 102) (Spring)

BUS 300 Principles of Management (3 cr.)
A comprehensive study of management in today's organizations including the history of management. The primary functions of planning, organizing, leading, and controlling will be covered in the context of today's environment. Additional topics will include team dynamics, interpersonal and organizational communication, motivation, decision-making, problem- solving and conflict management. (Previously BUS 310) (Fall)

BUS 320 Financial Management (3 cr.)
Theory of acquisition, allocation, and management of funds within a firm. Focus on capital budgeting strategy, evaluation of corporate capital policies, cost of capital, dividend policy, valuation framework, and sources of long and short-term financing. (Prerequisites: BUS 220 and BUS 225 or consent of the instructor) (Previously BUS 312) (Spring)

BUS 322 Marketing (3 cr.)
A practical course designed to help students learn marketing by engaging in marketing through the creation and development of a marketing plan for a profit or nonprofit organization. The topics covered will include developing and managing of products and services, pricing strategies, distribution channels, integrated marketing communications, marketing research, and consumer behavior. (Previously BUS 313)
(Fall)

BUS 324 Production and Operations Management (3 cr.)
This course will survey the operations management functions in manufacturing and service industry firms. An analysis of basic production/operation systems will provide the principles necessary for managing the organization's productive processes. (Prerequisite: BUS 300) (Previously BUS 315) (Fall)

BUS 325 Financial Literacy (3cr.)
This course is intended to serve as an introduction to personal finance for any individual. The major emphasis for the course will be to present proven methods in which a student can use to get their financial life in order. Among the various topics of personal finance; the course will include studies on basic banking strategies, the right and wrong use of debt, correct investing mixes, saving for retirement, home ownership, practical insurance ideas, tax planning, and other financial subjects. (Fall)

BUS 326 Organizational Theory and Behavior (3 cr.)
This course presents an overview of managing human behavior within organizations. Topics that will be covered include individual behavior, social behavior, organizational process, organizational structure and environment, and organizational strategies. (Prerequisite: BUS 300 or consent of the instructor) (Previously BUS 321) (Spring)

BUS 330 Business Communications (3 cr.)
Development of critical communication skills used in business. Informational exchanges include talking, listening, writing, and soliciting feedback. Organizational, as well as interpersonal forms of oral communication such as presentations, and written communications such as letters and resumes, are included. (Prerequisites: ENG 120 and ENG 121) (Fall and Spring)

BUS 340 International Business (3 cr.)
Concepts and practices of doing business across national boundaries. Students explore opportunities and risks of producing for and buying in international markets. Topics include multinational enterprise, foreign exchange, trade barriers, cultural variety, industrial relations, less developed countries, global and regional cooperation, ethics, and selected contemporary issues. (Fall)

BUS 344 Consumer Behavior (3 cr.)
This course will be an overview of the consumer decision process; analyzing the forces of economic demographics, cultural influences, social stratification, reference groups, and family influences of consumer behavior will be covered as well as high and low-involvement decision processes. (Prerequisite: BUS 322) (Spring)

BUS 375 Supply Chain and Logistics Management (3 cr.)
This course will use production and operations management skills and apply them to supply chain and logistics. Coursework will include case studies and current applications of the role of logistics in supply chains, systems analysis, network design, sourcing & procurement, demand management, order fulfillment, and inventory management. (Prerequisite: BUS 324) (Spring)

BUS 380 Strategic Business Management (3 cr.)
This course is designed to assist students in developing the knowledge and skills necessary to understand, evaluate, and craft winning strategies as a manager, leader, and consultant. Students will analyze the most current strategic management practices today by reviewing management theories, evaluating ethical dilemmas, and developing unique strategies for organizations today. (Prerequisite: BUS 300) (Spring)

BUS 410 Business Law (3 cr.)
A first course in law for business practitioners. Topics include the U.S. Constitution and the Uniform Commercial Code, crimes and torts, courts and procedures, contracts, sales, business organizations, agencies, government regulation, and property. Major themes include ethics, corporate responsibility, and legislative and regulatory impact on today's business policy. (Fall and Spring)

BUS 413 Entrepreneurship and Small Business Management (3 cr.)
An advanced management course focusing on independent entrepreneurship, the start-up business, and the management of small businesses. Special emphasis is placed on market, financial, and cash flow analysis as key elements of formal business planning, and the family business. (Prerequisites: BUS 220, BUS 300, and BUS 322) (Fall)

BUS 415 Marketing Cases (3 cr.)
Marketing Cases is designed to address issues of market research, pricing strategies, channels of distribution, promotion, and strategies for changing markets within the context of real-world cases. The course concludes with student groups critiquing the marketing plan for an existing good or service and presenting their research. (Prerequisite: BUS 322) (Spring)

BUS 420 Money and Banking (3 cr.)
This course will cover the role of money in the financial system, interest rates, financial instruments, and financial markets. In addition, time will be spent on financial institutions with a particular focus on the Federal Reserve using monetary policy and money supply controls as economic stabilizers. (Prerequisite: ECO 251 or ECO 251) (Fall)

BUS 425 Human Resource Management (3 cr.)
This course will study the policies, methods, and techniques that professional human resource managers create and implement to increase the effectiveness of an organization. Topics covered include acquiring, preparing, developing, training, and compensating employees to assist companies in meeting the challenges of today's business environment. Awareness of legal issues in the realm of human resource management will also be covered. (Prerequisite: BUS 300 or consent of the instructor) (Previously BUS 412) (Spring)

BUS 430 Analysis of Financial Statements (3 cr.)
This decision-oriented course will emphasize the interpretation of financial disclosures as provided by the Income Statement, Balance Sheet, Statement of Cash Flows, and other supplementary data. The course will delve into the investing, lending, and performance assessment decisions firms face on a daily basis; and with the information gained, will allow an analyst to determine the intrinsic value of the firm and its ability to create wealth. (Prerequisites: BUS 220, BUS 225, or consent of the instructor) (Previously BUS 422) (Fall)

BUS 440 Insurance/Accounting Systems (3 cr.)
An introduction to the principles and insurable risks of individuals and businesses. Analysis of insurance instruments used for minimizing income, property, casualty, health, life, disability, and liability risks. Understanding the principles of risk shifting, self-insurance, and other risk management techniques will be included. The accounting portion of the class uses Microsoft Excel to further analyze accounting information, create budgets, and project financial needs. (Prerequisites: BUS 155 and BUS 220)

BUS 445 Continuous Improvement in Operations (4 cr.)
This course will introduce students to the principles involved in Six Sigma process improvement. In-class exercises in the design of a process, process measurement, analysis, improvement, and control through the implementation of the Six Sigma method. (Prerequisite: BUS 324, MTH 201) (Spring)

BUS 450 Senior Capstone in Business (4 cr.)
A study of selected topics in the strategic management of an organization. The topics will include, but are not limited to the following: Accounting, Management, Economics, Marketing, Finance, and Operations Management. Students will integrate their learning from previous courses to analyze, evaluate, and apply various business concepts, as they prepare to enter the workforce. (Prerequisite: Senior status or consent of the Department Chair)

BUS 495 Business Internship (8 cr.)
A semester of supervised internship in a domestic or international environment tailored to the student's career interests in either finance and banking, management, or marketing. This course will offer hands-on work experience.

BUS 2010 Online Course Introduction to Business (3 cr.)
Presents the fundamentals of business principles and practices. Business strategies emphasized are decision-making and planning, teamwork, technology, and communication. Topics include analysis of the business environment, starting a new business, managing business and employees, marketing, accounting, and finance.

BUS 2026 Online Course Organizational Communication (3 cr.)
A study of the communication process as it pertains to modern organizations from the perspectives of various organizational members. Topics include elements of the communication process, responsibilities of communicators at various levels, methods of verbal and nonverbal communication in organizations, factors that affect intercultural communication, the role of organizational culture, and strategies to manage conflict.

BUS 2201 Online Course Principles of Accounting (3 cr.)
Principles of Accounting contains an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships. Students will acquire and demonstrate knowledge and comprehension of the foundational theories and methodological tools utilized in accounting. The usefulness of theoretical constructs will be applied to solve real-world accounting applications.

BUS 2551 Online Course Intercultural Management (3 cr.)
Presents an overview of the impact of culture on international business. Review of intercultural skills needed to develop successful management strategies across cultures. Emphasis is placed on assessing the environment, ethics and social responsibility, communication skills, and formulating business strategies.

BUS 3201 Online Course Principles of Marketing (3 cr.)
Introduction to the functions of marketing, building on the influence of social, economic, ethical, legal, and technological forces on marketing activities, and marketing in a socially responsible way around the globe. Features real-world examples that show concepts in action and how marketers address today's marketing challenges.

BUS 3210 Online Course Business Law (3 cr.)
Provides an introduction to three major disciplines: law, ethics, and business legal organizations. Students gain knowledge of contracts, the Uniform Commercial Code, administrative regulations, dispute

resolution modalities, and international business law. Ethical business behaviors are stressed throughout the course as well. Students are provided with suggested guidelines for being both successful and ethical. Business legal organizations are also explored, providing students with a broad overview of shareholder protections, tax implications, and management styles.

BUS 3211 Online Course Consumer Behavior (3 cr.)
Investigates consumer behavior as the study of people and the products that shape their identities. Presents personal and professional relevance to consumer behavior, including psychological, social, economic, and political foundations in consumer activities. Learners analyze buying behavior by exploring the products, services, and consumption activities from a multicultural perspective, which contributes to the broader social world.

BUS 3301 Online Course Financial Management (3 cr.)
Bridges financial management with corporate finance. Students apply financial data for use in decisionmaking by applying financial theory to problems faced by commercial enterprises. Introduces students to basic financial theory, financial forecasting, time value of money techniques, and risk analysis. Other areas covered involve analyzing financial statements with ratios, valuing securities, capital budgeting, and calculating weighted average cost of capital. (Prerequisite: BUS 2201 and BUS 3620 or equivalent)

BUS 3352 Online Course Human Resource Management (3 cr.)
Provides a management-oriented exploration of human resource management, structure, functional applications, and labor-management relations. Focus is placed on managers and leaders within organizations and their responsibility to optimize performance and make decisions based on ethical criteria.

BUS 3451 Online Course Organizational Theory and Behavior (3 cr.)
Presents basic knowledge of organizational theory, human motivation, emotional intelligence, and workplace behaviors to analyze and determine the best methods for improving organizational behavior and related skill sets. This course focuses on the development of organizational theory and behavior and includes the study of a wide range of personality, workplace behavior, and related theories. Knowledge gained is intended for professional and personal application.

BUS 3551 Online Course Information Systems Management (3 cr.)
A comprehensive overview of the management of information systems, and the combination of hardware, software, and people that is vital to the successful operation of a business. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases.

BUS 3602 Online Course Principles of Management (3 cr.)
Principles of Management presents a comprehensive understanding of the dynamics involved in managing organizations within the construct of today's global environment. The course provides students with an opportunity to study and discuss the functions and elements of management. Topics include the principles of management as they pertain to leadership, strategic decision-making, motivation, goal framing effects, organizational design and change, perceptions, high-performance teams, and group behavior.

BUS 3620 Online Course Managerial Accounting (3 cr.)
Introduces concepts and methods to assist management in the evaluation of the business enterprise and to aid in its planning, organizing, and controlling functions. (Prerequisite: BUS 2201 or equivalent)

BUS 3651 Online Course Leadership (3 cr.)
Presents the importance of organizational leadership in conjunction with various leadership traits, styles, and characteristics. Enhances the importance of having a vision and aligning strategy, the motivation to lead, social motives in the workplace, ethics, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate and culture, moral dilemmas, personal integrity, servant leadership, participative management, human relationships, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

BUS 3710 Online Course Introduction to Project Management (3 cr.)
Explores the history and development of project management and the project management process framework. This course provides an overview of the five project management process groups, including initiating, planning, executing, controlling and monitoring, and closing.

BUS 3720 Online Course Project Management Overview (3 cr.)
Presents an introduction to modern project management practices and techniques. Examines current terminology, definitions, and conventions along with the different objectives, roles, and responsibilities of individual project team members.

BUS 3826 Online Course Managerial Decision Making (3 cr.)
The theory of decision-making includes the process of rational decision-making, and the various problems associated with making rational decisions. Ethics and fairness in decision-making are highlighted, as well as the various ways to improve decision-making both as an individual and as a member of a group.

BUS 3900 Online Course Employment and Labor Law (3 cr.)
Provides a working knowledge of federal legislation and regulations affecting employers. Introduces a simple approach to employment law with a foundation of legal principles explained in the layperson's language. A consistent theme of the course is employer awareness of protected classes.

BUS 4126 Online Course Project Planning (3 cr.)
Provides the tools to understand, design, and apply systematic project management organization and administration. In addition to learning how to satisfy customer needs, this course will assist students in learning how to apply budgeting concepts, manage production time, invest resources, and create performance specifications designed with defined requirements.

BUS 4160 Online Course Negotiation/Conflict Resolution (3 cr.)
Using case studies, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving labor and management practices. The structural dysfunction of organizations is explored.

BUS 4220 Online Course Risk Management (3 cr.)
Provides a study of problem-solving from managerial, consumer, and societal perspectives. Emphasizes the business managerial aspects of risk management and insurance, as well as the numerous consumer applications of the concept of risk management and insurance transactions.

BUS 4240 Online Course Financial Institutions (3 cr.)
Presents the importance of financial markets and institutions in a global society. Illustrates how financial institutions work for both businesses and the consumer. Broad coverage of different financial institutions within the context of a global society is presented. Includes the role of financial markets in society, financial transactions in a global society, and the commercial banking system.

BUS 4301 Online Course International Financing (3 cr.)
Investigating financial management from a globalized world perspective through trends and integration of new approaches in international finance. The scope and content establish the theoretical foundations of international financial decision-making and the extensive applications of theory to financial practice. The main objective is to develop critical-thinking skills regarding the theory and practice of international financial management.

BUS 4351 Online Course International Economics (3 cr.)
An analysis of contemporary topics in international economics involving international trade, international finance, open market macroeconomics, international trade blocks, labor migration, and capital flows including those resulting from operations of multinational firms.

BUS 4426 Online Course International Management (3 cr.)
A study of the challenges that confront the managers of organizations and individuals in global settings. Special focus on benefits from the diversity that exists across international cultures, markets, economics, governments, and organizations. A general overview of the process and effect of internationalization in contemporary business.

BUS 4446 Online Course International Legal Operations (3 cr.)
An examination of the role of international and comparative law, including the laws governing multinational enterprises; foreign investment; money and banking; and sales of goods, services, labor, intellectual property, transportation, financing, taxation, and disputer settlement. Reviews the most important international organizations, from the Bank of International Settlements to the World Trade Organization.

BUS 4501 Online Course International Human Resource Management (3 cr.)
Examines three broad areas of international human resource management by examining human behavior within organizations from an international perspective; comparing and analyzing HRM systems in various countries and regions of the world; and focusing on key aspects of HRM systems in multinational firms.

BUS 4601 Online Course Recruitment and Staffing (3 cr.)
Prepares all current and future managers with the tools needed to identify, attract, select, and retain talent. Provides a study of external influences, support activities, staffing-specific activities, and the staffing system management process. Real-world examples are utilized with special emphasis on staffing models, the labor market and unions, employment law, job analysis and planning, recruitment tools, and strategic staffing decisions.

BUS 4653 Online Course International Trade (3 cr.)
Provides a solid background of the key factors that influence international trade and the manner in which Economic policy affects both trade flows and the nature of economic activity. Relationships between trade and growth, effects of labor and capital movements between countries, and the key factors that influence relative costs between countries are also examined.

BUS 4680 Online Course Human Resource Development (3 cr.)
Provides an organizational development model in human resource management to prepare professionals to train and develop people throughout the career continuum in the international arena. Presents an overview of mentoring and coaching, the role of team leaders and managers in performance appraisals, and orientation programs.

BUS 4700 Online Course Compensation and Benefits (3 cr.)
Presents the dynamics involved in compensating employees for services rendered in a modern organization. This course focuses on the critical tools and techniques of job analysis, job descriptions, job evaluation, pay surveys, pay administration, and required benefits.

BUS 4750 Online Course Human Resource Management Strategy and Emerging Issues (3 cr.)
This course explores the emerging trends of how business goals can be achieved through employee development and the various training and development practices tailored to today's global workforce. The students will have an opportunity to learn and discuss how a human resource strategy (as it pertains to employee development) can retain employees, improve the employee work experience, and maximize the benefits to both employees and the organization as a whole.

BUS 4751 Online Course Business Ethics (3 cr.)
Business Ethics is an introduction to business ethics. It sets forth and applies various philosophical ethical doctrines, including relativism, virtue ethics, and utilitarianism, among others, to contemporary business practices. Corporate social responsibility, corporate culture, and their impact will be analyzed. Philosophical ethical concepts are taught with reference to the applicable legal landscape in which businesses operate, including employment, workplace monitoring, accounting and financial reporting, and product liability, for example.

BUS 4851 Online Course Production Management (3 cr.)
Concerned with the production of goods and services in an efficient and effective business operation. The course also addresses the management of resources, the distribution of goods and services to customers, and the analysis of queue systems.

BUS 4951 Online Course Business Policy and Strategic Management (3 cr.)
Examines strategic management activities and benefits, including a practical, integrative model of the strategic management process and the important relationship between business ethics and strategic management.

Chemistry

CHM 131 General Chemistry I (4 cr.) 3-3
This is the first course of a two-semester sequence that is the prerequisite to all advanced chemistry courses. Topics include stoichiometry, chemical periodicity, atomic and molecular structure, changes of state, and thermochemistry, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisites: One year of high school chemistry and two years of high school algebra, all with at least a C, or their equivalents) (Course Fee $65)

CHM 132 General Chemistry II (4 cr.) 3-3
This course is the continuation of CHM131 and completes a two-semester sequence in general chemistry. Topics include rates of chemical reactions, equilibrium, thermodynamics, acid-base chemistry, descriptive chemistry, and electrochemistry, with applications in other sciences and the world. Three lectures, one 3hour laboratory. (Prerequisite: CHM 131 with at least a C or its equivalent) (Course Fee $65)

CHM 241 Organic Chemistry I (4 cr.) 3-3
This course is the first of a two-semester sequence of the chemistry of carbon compounds. Topics include structure and bonding, nomenclature, reactivity of different functional groups, and reaction mechanisms, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisite: CHM 132 with at least a C or its equivalent) (Course Fee $65)

CHM 242 Organic Chemistry II (4 cr.) 3-3
This course is the continuation of CHM 241 and completes a two-semester course in organic chemistry. Topics include applications of the principles from CHM 241 to solving problems in structure elucidation, stereochemistry, and synthesis as applied to other sciences and the world. Three lectures, one 3-hour laboratory. (Prerequisite: CHM 241 with at least a C or its equivalent) (Course Fee $65)

CHM 341 Inorganic Chemistry (4 Cr.) 3-3
This course will provide the fundamental concept of structure and bonding as well as the physical and chemical properties of inorganic compounds. It will advance the concept of theoretical and practical aspects of chemical bonding, descriptive periodic trends, and molecular structure and symmetry of molecules. It will focus on the chemistry of the transition metals, including coordination and organometallic chemistry. This course is designed to help prepare the student for graduate school or employment in several physical science areas. Three lectures, one 3-hour laboratory. (Prerequisite: CHM 132 with at least a C or its equivalent, strongly suggested: CHM 242) (Course Fee $65)

Computer Information Systems

CIS 130 Programming Fundamentals (3 cr.)
An introduction to the concepts, logic, and methods of computer programming and graphical user interface (GUI) development in a windowing environment. Topics: variables, data types, calculations, decision and looping control features, functions and procedures, and arrays. Includes hands-on experience with application design, coding, and testing using the Visual Basic .NET programming environment. (Prerequisite: high school algebra)

CIS 1050 Online Course Computer Essentials (3 cr.)
Explores computer literacy topics in a very basic, hands-on environment. Presents the fundamentals of computer hardware and software, the Internet, operating systems, and current application software within Microsoft Office Suite.

CIS 4101 Online Course Internet and Network Security (3 cr.)
Provides a practical examination of information security fundamentals. Includes security planning, technologies, and personnel issues. Covers material helpful in the preparation for the Security + certification exam

Communications

COM 101 Graphic Design (3 cr.)
The course Introduction to Graphic Design provides students with an introduction to the Adobe Creative Suite (the software used in the field of communications). Students will have hands-on experience learning and using Illustrator, Photoshop, and InDesign. This course also familiarizes students with the multimedia lab. (Fall/Spring)

COM 102 Digital Media (3 cr.)
This is an introduction to social media and digital production. Students will explore Flicker, Facebook, Instagram, Twitter, WordPress, Premiere, YouTube, LinkedIn, Keynote, Audition and Zoom. Social media apps and Adobe products will be leveraged to produce and post assignments as assets for the creation of a digital portfolio. The digital portfolio will serve as a showcase for projects produced throughout their career at Waldorf University. (Students should also enroll in KZOW or WALTV practicums while taking this course.)(Fall/Spring)

COM 103 Mass Communications and Society (3 cr.)
A history and explanation of the relationship between mass communication and our popular culture, including technological, economic, and legal. Magazines, newspapers, movies, radio, television, and music are examined along with types of media control, advertising, public relations, and changing technologies. (Fall/Spring)

COM 104 Introduction to Public Relations and Journalism (3 cr.)
A general overview of public relations as a four-step process. Process application, as it relates to case studies in media relations, internal communications, community relations, public affairs, and communications. What

news is, how it is gathered, and how it is reported forms another aspect of this course. (Previously known as News Gathering and Reporting) (Spring)

COM 201 Visual Theory (3 cr.)
This course provides students with the critical thinking skills necessary for viewing and producing visual media. The objective of the course is to provide students with a grounding in visual communication theory, sharpen their critical eye in viewing visual phenomena, and provide them with the skills to produce effective visuals. (Prerequisite: COM101 or consent of the instructor) (Fall/Spring)

COM 202 Visual Storytelling (3 cr.)
A practical approach to learning techniques for scripting, directing, casting, cinematography, lighting, and audio – from preproduction, production and postproduction to delivery, and critical evaluation. Emphasis is on hands-on production in Waldorf's state-of-the-art digital facilities. (Prerequisite: COM 102 & COM 203 or consent of the instructor) (Students should also enroll in WALTV practicum while taking this course.) (Course Fee $60) (Spring)

COM 203 Podcasting (3 cr.)
A practical approach to the best techniques for podcasting, on-air delivery, audio postproduction, and live sports broadcasting–from preproduction to live broadcast, postproduction to delivery, and critical evaluation. Emphasis is hands-on production and On-Air performance in Waldorf's 100-watt radio station, KZOW- FM 91.9. (Prerequisite: COM 102 or consent of the instructor) (Students should also enroll in KZOW practicum while taking this course.) (Course Fee $60) (Fall)

COM 204 / POL 204 Introduction to Public Relations (3 cr.)
A general overview of public relations as a four-step process. Process application, as it relates to case studies in media relations, internal communications, community relations, public affairs, and communications. (Spring)

COM 211 Intermediate Journalism (3 cr.)
Continuation of News Gathering and Reporting. The course includes writing feature stories and more in depth news stories, such as investigative reporting and editorial writing. Students are given more time to write and more feedback from the instructor in developing stories. (Prerequisite: COM 104 or consent of the instructor) (Fall)

COM 227 Typography (3 cr.)
Basic graphic design concepts will be used in conjunction with principles of typography to explore 2-D and 3-D design composition. Students will learn how to integrate typography with images and symbols and how to use type for communication. Theory and investigation of grid systems, structures, and the principles of visual organization will also be explored. (Prerequisite: COM 101 or consent of the instructor) (Spring on even numbered years)

COM 280, COM 281, COM 282, COM 283 Communication Practicum (1 cr.)
Offers authentic production experience and leadership training in one or more of the campus media – radio (A – KZOW), television (B – WALTV), magazine (C – Torch), and multimedia (F – Multimedia Communications).

COM 301 Publication Design (3 cr.)
Publication Design is the process of selecting type and images and arranging these elements into an aesthetically pleasing multi-page document. This course will challenge students to consider page flow and layout, while undertaking the task of learning the page layout software, InDesign. (Prerequisite: COM101 or consent of the instructor) (Fall)

COM 314 Graphic Design History (3 cr.)
This course surveys the major historical eras and the graphic designers' influence in each era. It will also explore how these developments and achievements have led to the current state of graphic design. Students will be introduced to the innovations and breakthroughs in technology that have shaped the field of graphic design from the earliest form of communication to the present. (Spring on odd numbered years)

COM 318 Editing for Journalists (3 cr.)
Students learn that editing is part science, part art, and part diplomacy. Science means mastering language skills—spelling, grammar, punctuation, usage, and style—and using them to ensure that copy is clear, accurate, and consistent. Art means making the writing tight and effective through word choice and economy. Diplomacy means knowing when to change copy and when to leave well enough alone. Students learn how editors play the roles of gatekeeper and quality-control agent. Those not interested in editing as a career will learn valuable skills to improve their writing. (Fall)

COM 319 Short Film / Documentary (4 cr.)
A practical exploration of visual storytelling techniques. Students will build on themes from introductory courses including interviewing, scripting, directing, lighting, location, blocking, and cinematography. This course will establish the process for creating a client-producer relationship through an Action Plan. (Prerequisite: COM 102 & COM 202 or consent of the instructor) (Course Fee $60) (Fall)

COM 322 Multimedia Journalism (3 cr.)
A practical experience in the essential techniques and technologies involved in creating multicamera shoots for the news and narrative broadcast television genres while exploring the logistical, structural, and aesthetic methodologies of broadcast production. Students will produce a weekly news broadcast. Each student will be responsible for producing a weekly story and fulfilling a role in the production crew. Emphasis-- hands-on production in Waldorf's state-of-the-art WAL-TV, Channel 55. (Prerequisite: COM 202 or consent of the instructor) (Spring)

COM 332 Photography (4 cr.) 3-2
This course introduces students to the aesthetics and fundamental practices of digital photography. Emphasis is on learning digital photography equipment as well as familiarity with the basic foundation of photography editing. Students will practice the various techniques to capture, process, and create a digital photography portfolio and study the history of photography and famous photographers. (Spring)(Prior course referenced as COM 432 Photojournalism) (Spring)

COM 360 / CWR 360 Techniques of Screenwriting (3 cr.)
This course is an introductory course to the fundamentals of developing a story for a screenplay. This course will explore the basic theory of story structure, development of story ideas, character development, conflict, scene writing, and dialogue. Further examination will be placed on screenplay formatting, creating a beat sheet, and outline for an original screenplay. (Prerequisite: CWR 201 or with permission from the course instructor.)

COM 370 Techniques of Literary Journalism (3 cr.)
This course will be a hybrid of textual study and writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction and literary journalism; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques inside the genre of creative nonfiction/literary journalism. Students will also draft a significant number of essays and articles in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisites: CWR 201 or COM 211 or consent of the instructor)

COM 389 Communications World Trip (3 cr.)
This course is designed to prepare students for an overseas travel experience. Students will study the history and culture of the destinations before the actual trip. The class will continue while on site. Trip sites

vary. Previous Communications World Trips have included the country of Italy, along with city stops in Paris, France, and London, England. (Prerequisite: The trip is open to Communications majors in good academic standing) Priority is given to upperclassmen) (Offered during the Spring and May term of even numbered years).

COM 395A Communication Internship (4 cr.)
Internships are designed to give students practical experience in the field of their choice by placing them in a professional setting. A minimum total of 100 hours of work is required for four (4) credit hours. (The communication internship will be evaluated with a letter grade, rather than being graded on a pass/fail basis.)

COM 395 Communication Internship (8 cr.)
Internships are designed to give students practical experience in the field of their choice by placing them in a professional setting. A minimum total of 200 hours of work is required for eight (8) credit hours. (The communication internship will be evaluated with a letter grade, rather than being graded on a pass/fail basis.)

COM 401 Web Design (4 cr.)
This course explores the basics of designing and developing functioning web pages. Students examine effective interface design and target marketing, along with client development, user experience, and usability. Throughout the course, students will produce both a portfolio website for their personal use and have practical experience with a client-based web project. (Prerequisite: COM 201 or consent of the instructor) (Course Fee)

COM 422 / POL 422 Public Relations Skills (3 cr.)
Instruction in the basic skills needed for public relations programming including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing projects, and actual events planning. (Prerequisite: COM204/POL204 or consent of the instructor) (Fall)

COM 434 Advanced Media (4 cr.)
An advanced project-oriented approach to either visual storytelling, podcasting, or web design. Emphasis is on the practical application of production skills learned in previous courses. (Prerequisite: junior standing and consent of the instructor) (Summer)

COM 441 Mass Media Law (4 cr.)
Discusses the legal issues affecting the mass media, including First Amendment rights, libel, fair trial rights, privacy, and public access to information. Students study the U.S. Constitution, court cases, and legislative actions which are the foundations for media law. (Fall)

COM 442 Media Literacy (3 cr.)
In this media-saturated world, we must learn how to navigate the constant flood of information so we can avoid risks and maximize benefits to our lives. In this senior-level course, students will explore the key components to understanding the pervasive world of mass media to understand how they operate, how they attract and keep our attention, and how they influence our beliefs, attitudes, and actions.

COM 452 Senior Capstone (4 cr.)
It gives students a chance to prepare a portfolio of work that can be used to gain entrance to graduate school or gainful employment. Students will be allowed to stress their area of interest—news writing, radio, video, public relations, etc.—but will also be required to show a broad range of talent in the communications area. (Spring)

COM 460 / CWR 460 Advanced Writing Workshop – Screenwriting (3 cr.)
This course is a continuation of the Screenwriting I course and the screenwriting process. This course will continue exploring the theory of story structure and implementing it in an original screenplay up to 20 pages in length. Furthermore, students will create a pitch deck for their original screenplay as well as learn and implement pitching etiquette in order to present their screenplay idea to be optioned for production by the Communications Department. Further emphasis will be added on reading professional.

COM 461 Web Design II (4 cr.)
This course will introduce students to user interface design: the process of analyzing, testing, and formulating conclusions to facilitate a user's experience online. Students will learn methods for testing, allowing them to find patterns where usability issues stand out, break down these issues, and recommend new improvement solutions. (Prerequisite: COM 401 or consent of the instructor)

COM 462 Radio II (3 cr.)
A practical experience in station programming, management, and on-air operations. Emphasis was placed on the hands-on operation of Waldorf's all-digital radio facilities, KZOW-FM 91.9. Students should also enroll in a Radio Practicum while taking this course. (Prerequisite: COM 203 or consent of the instructor) (Course Fee $60)

COM 470 Advanced Writing Workshop – Literary Journalism (3 cr.)
This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the semester, students will write at least three full-length pieces and present them in class for discussion. Utilizing the advice and ideas they receive in the workshop; students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: COM 370 or consent of the instructor)

COM 1010 Online Course Introduction to Graphic Design (3 cr.)
This course will introduce students to the digital software skills used in graphic design. This is a working studio class where students will go through demonstrations and hands-on applications to better understand the Adobe CS Design Collection—Illustrator, Photoshop, and InDesign. Software requirements: Adobe CC. Hardware requirements: Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/

COM 1020 Online Course Introduction to Digital Technology (3 cr.)
This course provides students with an introduction to digital production and social media. Students will explore Flicker, Facebook, Twitter, Keynote, Final Cut Pro X, YouTube, LinkedIn and WordPress. Students will build an online portfolio using the above software. This portfolio will be used to showcase projects throughout their career at Waldorf University. Software requirements: Keynote or equivalent, Final Cut Pro X or equivalent. Hardware requirements: Video Camera, Camera; Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/

COM 1030 Online Course Mass Communications and Society (3 cr.)
A history and explanation of the relationship between mass communication and our popular culture, including technological, economic, and legal. Magazines, newspapers, movies, radio, television, and music are examined along with types of media control, advertising, public relations, and changing technologies.

COM 1040 Online Course News Gathering and Reporting (3 cr.)
Provides instruction in determining what news is, how information is gathered, and how it is reported through the various media (print, electronic, and web). The course gives students a background in news gathering and reporting and practice in writing stories for publication. We will also learn the Associated Press (AP) style of writing.

COM 2010 Online Course Visual Theory (3 cr.)
This course provides students with the critical thinking skills necessary for viewing and producing visual media. The objective of the course is to provide students with a grounding in visual communication theory, sharpen their critical eye in viewing visual phenomena, and provide them with the skills to produce effective visuals. Software requirements: Adobe CC. Hardware requirements: Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/ (Prerequisite: COM 1010 or equivalent)

COM 2040 Online Course Introduction to Public Relations (3 cr.)
The primary objective of this course is to familiarize students with the basic concepts, principles, practices, and profession of public relations. It is a survey course for students considering public relations as a career and a supplemental course for students majoring in other fields.

COM 3010 Online Course Publication Design (3 cr.)
Publication design is the process of selecting types and images and arranging these elements into an aesthetically pleasing multi-page document. This course will challenge students to consider page flow and layout, while undertaking the task of learning the page layout software, InDesign.

COM 3020 Online Course Radio Production (3 cr.)
The primary objective of this course is to familiarize students with the basic concepts, principles, practice, and profession of Radio in society and as a career. This is a foundation course for students considering radio as a career and a supplemental course for students involved in digital media production and other fields. Software requirements: Adobe CC, Avid Pro Tools or equivalent. Hardware requirements: External Microphone; Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/ (Prerequisite: COM 1020 or equivalent)

COM 3030 Online Course Television/Film Production (3 cr.)
The primary objective of this course is to familiarize students with the basic concepts, principles, practices, and profession of digital media production. This is a foundation course for students considering digital media production as a career and a supplemental course for students involved in digital media production in other fields. Software requirements: Adobe CC, Final Cut Pro X, or equivalent. Hardware requirements: Video Camera; Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/ (Prerequisites: COM 1020 or equivalent; COM 3020 or equivalent)

COM 3180 Online Course Editing for Journalists (3 cr.)
Students learn that editing is part science, part art, and part diplomacy. Science means mastering language skills—spelling, grammar, punctuation, usage, and style—and using them to ensure that copy is clear, accurate, and consistent. Art means making the writing tight and effective through word choice and economy. Diplomacy means knowing when to change copy and when to leave well enough alone. Students learn how editors play the roles of gatekeeper and quality-control agent. Those not interested in editing as a career will learn valuable skills to improve their writing.

COM 3400 Online Course Digital Imaging (3 cr.)
An in-depth study of digital still photography and the capabilities of computers to manage, enhance, and manipulate images. Using Adobe Photoshop, the student will study and perform techniques previously possible only in the darkroom, plus explore capabilities only available using computers. Besides covering the basic and advanced techniques, the course is intended to expand students' understanding of digital imaging as a means of visual communication. Software requirements: Adobe CC. Hardware requirements: Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/ . (Prerequisites: COM 1010 or equivalent, COM 1020 or equivalent, COM 2010 or equivalent)

COM 4010 Online Course Web Design (3 cr.)
This course explores the basics of designing and developing functioning web pages. Students examine effective interface design and target marketing, along with client development, user experience, and usability. Throughout the duration of the course, students will produce both a portfolio website for their personal use and have practical experience with a client-based web project. Software requirements: Adobe CC. Hardware requirements: Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/ . (Prerequisites: COM 1010 or equivalent, COM 1020 or equivalent, COM 2010, or equivalent)

COM 4220 Online Course Public Relations Skills (3 cr.)
Instruction in the basic skills needed for public relations programming, including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing projects, and actual events planning. (Prerequisite: COM 2040 or equivalent)

COM 4360 Online Course Crisis Management (3 cr.)
This course is designed to provide students with a working knowledge of media crisis management. The course focuses on actions to take and actions to avoid when handling a crisis situation from a communications perspective. Topics will include issues management, risk management, relationship management, crisis planning and preparation, and review of case studies. Finally, students will develop a workable and generic crisis management plan. (Prerequisite: COM 4220 or equivalent)

COM 4410 Online Course Mass Media Law (3 cr.)
Discusses the legal issues affecting the mass media, including First Amendment rights, libel, fair trial rights, privacy, and public access to information. Students study the U.S. Constitution, court cases, and legislative actions that are the foundations for media law.

COM 4420 Online Course Media Literacy (3 cr.)
In this media-saturated world, we must learn how to navigate the constant flood of information so we can avoid risks and maximize benefits to our lives. In this senior-level course, students will explore the key components of understanding the pervasive world of mass media to understand how they operate, how they attract and keep our attention, and how they influence our beliefs, attitudes, and actions.

COM 4520 Online Course Senior Capstone (3 cr.)
Gives students a chance to prepare a portfolio of work that can be used to gain entrance to graduate school or gainful employment. Students will be allowed to stress their area of interest—news writing, radio, video, public relations, etc.—but will also be required to show a broad range of talent in the communications area. Software requirements: Adobe CC. Hardware requirements: Mac computer or Windows compatible computer with specifications found at https://waldorf.edu/degree-programs/bachelors/ba-communications/ . (Prerequisite: Senior Standing)

Creative Writing

CWR 201 Introduction to Creative Writing (3 cr.)
This course will introduce the techniques and vocabulary of creative writing in poetry and prose (fiction and/or creative nonfiction). Along with craft texts, students will read a wide variety of contemporary literature and produce a number of creative pieces in response, as well as extensively revise their work in each genre for inclusion in a final portfolio of work. (Prerequisites: ENG 121 or ENG107 or with permission from the course instructor)

CWR 360 / COM 360 Techniques of Screenwriting (3 cr.)
This course is an introductory course to the fundamentals of developing a story for a screenplay. This course will explore the basic theory of story structure, development of story ideas, character

development, conflict, scene writing, and dialogue. Further examination will be placed on screenplay formatting, creating a beat sheet, and outline for an original screenplay. (Prerequisite: CWR 201 or with permission from the course instructor.)

CWR 370 Techniques of Creative Nonfiction (3 cr.)
This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques inside the genre of creative nonfiction. Students will also draft a significant number of scenes and essays in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor.)

CWR 375 Techniques of Poetry (3 cr.)
This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary poetry; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as poets themselves, with the primary intent of discovering new poetic possibilities and techniques. Students will also draft a significant number of poems in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor)

CWR 380 Techniques of Fiction (3 cr.)
This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary short fiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques in the creation of fictions. Students will also draft a significant number of scenes and stories in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor)

CWR 385 / THR 385 Playwriting (3 cr.)
An introductory and exploratory study concerning the elements and process of playwriting. This course will emphasize developing and understanding play structure, dramatic analysis, and the creative process. Activities in this course will focus on creating and revising original play scripts. (Prerequisite: CWR 201 or with permission from the course instructor)

CWR 390 Special Topics in Creative Writing (3 cr.)
This course will be a hybrid of literary study and creative writing, with the genre and/or type of writing determined by the instructor. Students will read, discuss, and write about a broad selection of contemporary literature; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques. Possible topics here include novel writing, nature and travel writing, memoir writing, historical fiction, documentary poetry, collaborative writing, and hybrid forms, among others. (Prerequisite: CWR 201 or with permission from the course instructor)

CWR 460 / COM 460 Advanced Writing Workshop – Screenwriting (3 cr.)
This course is a continuation of the Techniques of Screenwriting course and the screenwriting process. This course will continue exploring the theory of story structure and implementing it in an original screenplay up to 20 pages in length. Furthermore, students will create a pitch deck for their original screenplay as well as learn and implement pitching etiquette in order to present their screenplay idea to be optioned for production by the Communications Department. Further emphasis will be added on reading professional screenplays to further the development and craft of writing screenplays. (Prerequisite: CWR 360 / COM 360 or with permission from the course instructor)

CWR 470 Advanced Writing Workshop – Creative Nonfiction (3 cr.)
This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length essays and present them in class for discussion. Utilizing the advice and ideas they receive in the workshop; students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: CWR 370 or with permission from the course instructor)

CWR 475 Advanced Writing Workshop—Poetry (3 cr.)
This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the semester, students will write at least ten poems and present them in class for discussion. Using the advice and ideas they receive in the workshop; students will revise each piece for inclusion in a final portfolio of work. Students will also respond to the work of their classmates with response letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: CWR 375 or with permission from the course instructor)

CWR 480 Advanced Writing Workshop—Fiction (3 cr.)
This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length stories and present them in class for discussion. Utilizing the advice and ideas they receive in the workshop; students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. (Prerequisite: CWR 380 or with permission from the course instructor)

CWR 490A Literary Editing (0.5 cr.)
This repeatable course will introduce advanced writing students to the history, purposes, and workings of literary magazines; help students more deeply engage the world of contemporary literary magazines; and allow students hands-on experience editing the campus literary magazine. The course is offered as .5 credit hour in the Fall semester and .5 credit hour in the Spring semester. (Prerequisite: Approval from the course instructor required)

CWR 495 Creative Writing Internship (3+ cr.)
Internships are designed to give students practical experience in a field of their choice by placing them in a professional setting. This self-directed experiential learning allows students to leave the college setting and to apply emerging skills in a related working situation. The creative writing internship will be evaluated with a letter grade rather than a pass/fail.

CWR 499 Senior Thesis (3+ cr.)
Students who major in creative writing are required to complete 6 credit hours of capstone work with at least three (3) hours devoted to a substantial project demonstrating the student's best creative work. Most students choose to do all six (6) capstone hours as a thesis, while a few choose to complete only three (3) hours as a thesis, picking up remaining capstone hours through an internship or working on the staff of the Waldorf Literary Review (contingent on instructor approval). Students who complete all 6 capstone hours as thesis hours generally spread those hours over two (2) semesters, allowing for maximum planning and revision. As a minimum, they produce at least ten (10) pages of prose material per credit hour or at least eight (8) pages of poetry per credit hour.

CWR 2010 Online Course Introduction to Creative Writing (3 cr.)
This course will introduce the techniques and vocabulary of creative writing in three genres: fiction, creative nonfiction, and poetry. Along with craft texts, students will read a wide variety of contemporary

literature and produce a number of creative pieces in response, as well as extensively revise one piece in each genre for inclusion in a final portfolio of work. (Prerequisites: none.)

CWR 3700 Online Course Techniques of Creative Nonfiction (3 cr.)
This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques within the genre of creative nonfiction. Students will also draft a significant number of essays and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 2010.)

CWR 3750 Online Course Techniques of Poetry (3 cr.)
This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary poetry; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as poets themselves, with the primary intent of discovering new poetic possibilities and techniques. Students will also draft a significant number of poems in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor)

CWR 3800 Online Course Techniques of Fiction (3 cr.)
This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary short fiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques in the creation of fictions. Students will also draft a significant number of scenes and stories in response to the readings and revise them for a techniques workshop and a final portfolio. (Prerequisite: CWR 201 or with permission from the course instructor)

CWR 4990 Online Course Creative Writing Capstone (3 cr.)
In this final course required for the Creative Writing Certificate, students will work one-on-one with a faculty mentor to complete a substantial project demonstrating the student's best creative work. As a minimum, they produce at least 10 pages of prose material per credit hour or at least seven (7) pages of poetry per credit hour. (Prerequisites: Completion of all three Techniques courses.)

Criminal Justice

CRJ 100 Orientation to Criminal Justice (1 cr.)
An orientation to the educational issues and career planning for students who have declared a major in criminal justice. Topics include the proper use of APA formatting, career planning and opportunities, professional resources, major requirements, and educational planning.

CRJ 120 Introduction to Criminal Justice (3 cr.)
An overview of the field of criminal justice examining the primary components of the criminal justice system of the United States. This course provides students with a broad overview of law enforcement, judiciary, and corrections. This course is a prerequisite for all other criminal justice courses. (Fall)(Spring)

CRJ 220 Theory and Practice of Corrections (3 cr.)
An overview of the correctional system from its historical beginnings through current issues. Practices and principles of corrections in the United States will be surveyed including jails and prisons at the local, state, and federal levels. Inmate behaviors and current trends in corrections will also be addressed. (Prerequisite: CRJ 120) (Fall)(Spring)

CRJ 230 Judicial Process (3 cr.)
This course examines the judiciary in relationship to state and federal criminal justice systems including court structure, jurisdiction, selection of judges, and judicial discretion. Emphasis is given to contemporary issues confronting American courts. (Prerequisite: CRJ 120 or History student with permission from the Department Chair) (Fall) (Previously CRJ330)

CRJ 240 Introduction to Law Enforcement (3 cr.)
An introductory examination of the structure and function of law enforcement in the United States. Presents the historical development of law enforcement, as well as the organization, administration, and systems of local, state, and federal law enforcement. Further emphasis will include patrol operations, investigations, and contemporary issues in policing. (Prerequisite: CRJ 120) (Fall)(Spring) (Previously CRJ150)

CRJ 250 Criminology (3 cr.)
Criminology is the study of the nature and causes of crime and criminal behavior. Examines the definitions, basic assumptions, and major theoretical perspectives of criminal behavior. Provides an overview of the major forms, and societal responses, to crime. (Prerequisite: SOC 221 or PSY 111) (Fall)(Spring)

CRJ 260 Management and Supervision Skills for Criminal Justice Personnel (3 cr.) This course is designed to help students bridge the gap between concept and practice and provide them with a knowledge and understanding of the myriad roles and responsibilities affiliated with management in criminal justice. (Prerequisite: CRJ 120) (Offered every 2 years, in Spring)

CRJ 300 / PSY 300 Mental Health & Crime (3 cr.)
This course will assist students in learning the dynamics behind the correlation between crime and mental illness. With the growing population of those with mental illness, within the system, this course is relevant to policing, corrections, and courts personnel, as well as all other aspects of the criminal justice system. Students will explore myths and realities; as well as learn about specific disorders which they will deal with in the field. Sociological issues of gender, class, and race will be included wherever relevant. (Prerequisites: CRJ 120 and PSY 111 or SOC 221, or approval from the department chair)

CRJ 305 / PSY 305 Victimology (3 cr.)
This course will examine trends and patterns of victimization throughout history. This course will explore rights related to victims, fair treatment, empowerment, and compensation. Focus will be given to society's response to victims and their problems, as well as victimization by the justice system. (Prerequisites: PSY 111 or SOC 221, or approval from the department chair)

CRJ 320 Juvenile Justice and Delinquency (3 cr.)
Provides a historical overview of the juvenile justice system in the United States including the development of juvenile courts, patterns and risk factors for juvenile delinquency, aftercare, intervention and treatment strategies, and the development of juvenile gangs. (Prerequisite: CRJ 120 or an Education major with permission from the Department Chair) (Offered every 2 years in the Fall)

CRJ 345 Violence in America (3 cr.)
This course will examine issues related to the causes, context, and control of violence in the United States. Topics covered will include the consequences and causes of a wide range of violent crimes including street violence (homicide, rape, robbery, etc.), gang, workplace, school, and other forms of violence. (Prerequisite: PSY 111 or SOC 221)) (Offered every 2 years in the Fall)

CRJ 360 Criminal Law (3 cr.)
Provides a study of the nature and foundations of criminal law in the United States. Emphasis is placed on the evolution of statutory crimes, elements of crime, analysis of principles of criminal law, criminal liability and defenses, and constitutional concerns. (Prerequisite: CRJ 120 and CRJ 330) (Spring)

CRJ 365 Serial Killers & Cults (3cr.)
This course will examine topics and issues related to serial murder and cults including the history of serial killers and cults, typologies, trends in murder, case law and intersections with mass media, popular culture, and criminology. (Prerequisite: CRJ120 or with permission from the Department Chair)

CRJ 370 Criminal Investigations (3 cr.)
Covers the development of criminal investigative procedures and techniques from early practices to modern-day forensic science capabilities. Explores topics of interviewing, chains of evidence, and the preparation of criminal cases. (Prerequisite: CRJ 120) (Spring) (Class Fee: $10)

CRJ 375 Basic Research Skills for Criminal Justice (3 cr.)
Examines the basic tools needed for conducting research and writing scholarly papers and reports for criminal justice. Prepares students in the application of basic statistics and quantitative and qualitative research techniques. Specific topics will include research design, the scientific method, interviewing, and the interpretation of data. (Prerequisites: PSY111 or SOC 221)

CRJ 395 Constitutional Law (3 cr.)
Constitutional law examines the principles and practical analysis of significant case law and trends in United States Constitutional law emphasizing search and seizure, arrest, civil rights, related amendments, due process, and the judicial system. (Spring, typically every 2 years)

CRJ 400A Diversity and Ethics in Criminal Justice (3 cr.)
This course provides a critical examination of theoretical and practical ethical issues facing criminal justice professionals. Topics covered include the use of discretion in ethical decision-making, moral dilemmas, and the importance of diversity and ethical behavior among criminal justice professionals. Note: should be taken in the last two terms of the degree. (Prerequisite: CRJ 120, CRJ 240, CRJ 420, and CRJ 230)

CRJ 420 Probation and Community Corrections. (3 cr.)
This course provides an in-depth examination of different forms of community corrections, their history and implementation, and current developments in the United States and abroad. Students will examine the philosophy underlying community corrections, the roles and responsibilities of different corrections practitioners, and the relationship of community corrections to other components of the criminal justice system. (Prerequisite: CRJ 120 and CRJ 220) (Offered every other year in the Spring)

CRJ 430 Senior Seminar in Criminal Justice (3 cr.)
Offers an extensive integration of the knowledge and skills derived from previous coursework including major concepts, public policies, and theoretical frameworks within the field of criminal justice and criminology. Additional focus will include the preparation of students for employment and the skills necessary for a successful career in criminal justice. (Prerequisite: Senior standing, completion of CRJ core) (Spring)

CRJ 435 Leadership in Criminal Justice (3 cr.)
This course will familiarize students with common leadership theories, practices, and modes of implementation in criminal justice organizations. The application of leadership techniques will be explored within courts, policing, and corrections. Focus is on the values, group dynamics, power dimensions, change management, and decision-making within leadership. (Prerequisite: Completion of CRJ core or CRJ 260 and/or Junior/Senior Standing) (Spring)

CRJ 475 Terrorism & Criminal Justice Responses (3 cr.)
This course examines the history, philosophies, and tactics of terrorist groups, including emerging terrorism trends. Course themes include the changing definition of terrorism, understanding the types of terrorism and known terrorist groups, the idea of homeland security, and global responses to different acts of terrorism. (Prerequisite: CRJ 120, or with permission of the chair) (Fall, 2-year rotation)

CRJ 490C Special Topics: Criminology (3 cr.)
This course is designed to explore specialized topics and themes in the field of criminology. It will explore an issue, trend, or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Topics will be listed in the schedule of course offerings. The course may be repeated for different topics. (Prerequisite: PSY 111, CRJ 120, CRJ 250 or with permission from the instructor)

CRJ 490CJ Special Topics: Criminal Justice (3 cr.)
This course is designed to explore specialized topics and themes in the criminal justice field, in the areas of policing, courts, or corrections. It will explore an issue, trend, or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Topics will be listed in the schedule of course offerings. The course may be repeated for different topics. (Prerequisite: CRJ 120 or with permission from the instructor)

CRJ 490JJ Special Topics: Juvenile Justice (3 cr.)
This course is designed to explore specialized topics and themes in the juvenile justice realm of the discipline. It will explore an issue, trend, or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Topics will be listed in the schedule of course offerings. The course may be repeated for different topics. (Prerequisite: CRJ 120, CRJ 320, or with permission from the instructor)

CRJ 495 Criminal Justice Internship (8 cr.)
Supervised work experience in an area of criminal justice to serve as the culmination of classroom experience. A minimum of 25 clock hours of supervised work is required for each hour of credit. This is to be completed during the junior or senior year preferably during the summer. Students wishing to pursue an internship without completing the core must contact the department chair. Students may also choose to take 3 additional CRJ electives classes in lieu of an internship. (Prerequisite: CRJ 120 and CRJ 220, 230, or 240)

CRJ 2000 Online Course Introduction to Criminal Justice (3cr.)
An overview of the field of criminal justice examining the primary components of the criminal justice system of the United States. This course provides students with a broad overview of law enforcement, judiciary, and corrections. This course is a prerequisite for all other criminal justice courses. (Prerequisite: ENG1010)

CRJ 2001 Online Course Theory and Practice of Law Enforcement (3 cr.)
An introductory examination of the structure and function of law enforcement in the United States. Presents the historical development of law enforcement, as well as the organization, administration, and systems of local, state, and federal law enforcement. Further emphasis will include patrol operations, investigations, and contemporary issues in policing. (Prerequisite: CRJ 2000)

CRJ 2200 Online Course Theory and Practice of Corrections (3 cr.)
An overview of the correctional system from its historical beginnings through current issues. Practices and principles of corrections in the United States will be surveyed including jails and prisons in the local, state, and federal levels. Inmate behaviors and current trends in corrections will also be addressed. (Prerequisite: CRJ 2000)

CRJ 2301 Online Course Judicial Process (3 cr.)
This course examines the judiciary in relationship to state and federal criminal justice systems including court structure, jurisdiction, selection of judges, and judicial discretion. Emphasis is given to contemporary issues confronting American courts. (Prerequisite: CRJ 2000)

CRJ 2501 Online Course Criminology (3 cr.)
Criminology is the study of the nature and causes of crime and criminal behavior. Examines the definitions, basic assumptions, and major theoretical perspectives of criminal behavior. Provides an overview of the major forms, and societal responses, to crime. (Prerequisite: CRJ 2000, PSY 1010)

CRJ 2900 Online Course Management and Supervision Skills for Criminal Justice Personnel (3 cr.) This course is designed to help students bridge the gap between concept and practice and provide them with a knowledge and understanding of the myriad roles and responsibilities affiliated with management in criminal justice. (Prerequisite: CRJ 2000)

CRJ 3010 Online Course Victimology (3 cr.)
This course will examine trends and patterns of victimization throughout history. This course will explore rights related to victims, fair treatment, empowerment, and compensation. Focus will be given to society's response to victims and their problems, as well as victimization by the justice system. (Prerequisites: CRJ 2000, CRJ 2501, and PSY 1010)

CRJ 3020 Online Course Mental Health and Crime (3 cr.)
This course will assist students in learning the dynamics behind the correlation between crime and mental illness. With the growing population of those with mental illness, within the system, this course is relevant to policing, corrections, and court personnel, as well as all other aspects of the criminal justice system. Students will explore myths and realities; as well as learn about specific disorders which they will deal with in the field. Sociological issues of gender, class, and race will be included wherever relevant. (Prerequisites: CRJ 2000, and PSY 1010)

CRJ 3100 Online Course Effective Communication in Criminal Justice (3cr.)
This course will focus on effective and appropriate writing within criminal justice. It will include barriers in communication, reports, and other skills needed for professionals to succeed in the criminal justice field.

CRJ 3201 Online Course Juvenile Justice and Delinquency (3 cr.)
Provides a historical overview of the juvenile justice system in the United States including the development of juvenile courts, patterns and risk factors for juvenile delinquency, aftercare, intervention and treatment strategies, and the development of juvenile gangs. (Prerequisites: CRJ 2000)

CRJ 3301 Online Course Foundations of Criminal Justice Administration (3 cr.)
This course will introduce students to the operations, management, and functions of the courts, corrections, and police. Students will examine theories of organizational behavior, challenges facing criminal justice leaders, and the complexity of criminal justice systems.

CRJ 3601 Online Course Criminal Law (3 cr.)
Provides a study of the nature and foundations of criminal law in the United States of America. Emphasis is placed on the evolution of statutory crimes, elements of crime, analysis of principles of criminal law, criminal liability and defenses, and constitutional concerns. (Prerequisites: CRJ 2000 and CRJ 2301)

CRJ 3650 Online Course Serial Killers & Cults (3cr.)
This course will examine topics and issues related to serial murder and cults including history of serial killers and cults, typologies, trends in murder, case law and intersections with mass media, popular culture, sociology, and psychology. (Pre-requisites: CRJ 2000 and CRJ 2501)

CRJ 3701 Online Course Criminal Investigation (3 cr.)
Covers the development of criminal investigative procedures and techniques from early practices to modern-day forensic science capabilities. Explores topics of interviewing, chains of evidence, and the preparation of criminal cases. (Prerequisite: CRJ 2000 and CRJ 2001)

CRJ 3801 Online Course Criminal Evidence and Legal Issues (3 cr.)
Criminal Evidence and Legal Issues presents an examination of the laws governing proof of facts evidence presentation in trials and common law. Students study the practical application of the rules of criminal procedure with respect to evidence, the burden of proof, presumptions, judicial notice, and the basic functions of courts as the third facet of the criminal justice system. (Prerequisite: CRJ 2000, CRJ 2001, and CRJ 2301)

CRJ 3950 Online Course Constitutional Law (3 cr.)
Constitutional law examines the principles and practical analysis of significant case law and trends in United States Constitutional law emphasizing search and seizure, arrest, civil rights, related amendments, due process, and the judicial system. (Prerequisites: CRJ 2000 and CRJ 2301)

CRJ 4001 Online Course Procedures in the Justice System (3 cr.)
Focuses on U.S. Supreme Court interpretations of the U.S. Constitution with respect to the rights of the accused. Students discuss Supreme Court decisions and identify the impact on the criminal justice system as well as study a historical overview of the procedures involved in moving a suspect through the criminal justice system. (Prerequisite: CRJ 2000 and CRJ 2301)

CRJ 4103 Online Course Diversity and Ethics in Criminal Justice (3 cr.)
This course provides a critical examination of theoretical and practical ethical issues facing criminal justice professionals. Topics covered include the use of discretion in ethical decision-making, moral dilemmas, and the importance of diversity and ethical behavior among criminal justice professionals. Note: should be taken in the last two terms of the degree. (Prerequisite: CRJ 2000, CRJ 2001, CRJ 2200, and CRJ 2301)

CRJ 4119 Online Course Special Topics: Criminology (3 cr.)
This course is designed to explore identified topics in the field of criminology. It will explore an issue, trend, or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. (Prerequisites: CRJ 2000, CRJ 2501, and PSY 1010)

CRJ 4119C Online Course Special Topics: Female Serial Killers (3cr.)
This course examines the often-overlooked phenomenon of female serial killers through historical and contemporary perspectives. While the popular imagination is dominated by male offenders, women who kill challenge societal assumptions about gender, violence, and criminality. Students will analyze myths and stereotypes, explore the role of mental illness and trauma, and investigate the unique typologies associated with women who kill. By the end of the course, students will be able to critically assess the complexities of female serial murder and its place in criminological study.

CRJ 4119CJ Online Course Special Topics: Criminal Justice (3 cr.)
This course is designed to explore specialized topics and themes in the criminal justice field, in the areas of policing, courts, or corrections. It will explore an issue, trend, or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Topics will be listed in the schedule of course offerings. The course may be repeated for different topics.

CRJ 4119JJ Online Course Special Topics: Juvenile Justice (3 cr.)
This course is designed to explore specialized topics and themes in the juvenile justice realm of the discipline. It will explore an issue, trend, or subject matter that is not covered in other courses. The topic is selected by the professor and will change yearly and will vary according to need and interest. Topics will be listed in the schedule of course offerings. The course may be repeated for different topics.

CRJ 4201 Online Course Probation and Community Corrections (3 cr.)
This course provides an in-depth examination of different forms of community corrections, their history and implementation, and current developments in the United States and abroad. Students will examine the philosophy underlying community corrections, the roles and responsibilities of different corrections practitioners, and the relationship of community corrections to other components of the criminal justice system. (Prerequisite: CRJ 2000 and CRJ 2200)

CRJ 4350 Online Course Leadership in Criminal Justice (3 cr.)
This course will familiarize students with common leadership theories, practices, and modes of implementation in criminal justice organizations. The application of leadership techniques will be explored within courts, policing, and corrections. Focus is on the values, group dynamics, power dimensions, change management, and decision-making within leadership. (Prerequisite: CRJ 2000, CRJ 2001, CRJ 2200, and CRJ 2301)

CRJ 4500 Online Course Crisis Management in Criminal Justice (3 cr.)
This course will focus on crisis intervention theories, strategies, and management for criminal justice professionals. The student will learn effective communication, mediation, and active listening skills to enable them to apply strategies to their current or future criminal justice career.

CRJ 4701 Online Course Criminal Justice Organization and Administration (3 cr.)
Defines and analyzes criminal justice system organizations including human resources planning and management, research studies, environmental factors, centralized authority, and other issues. (Prerequisite: CRJ 2000, CRJ 2001, CRJ 2200, and CRJ 2301)

Cybersecurity

CYB 3301 Online Course Security Application Development (3cr.)
Introduces best practices for securing applications, networks, and databases. Students learn how organizations protect assets from unauthorized access. Students start the initial phase of building applications while documenting security procedures. (Prerequisite CIS 1050)

CYB 3302 Online Course Advanced Information Security (3cr.)
Provides an understanding of intrusion detection practices for organization security. Students become aware of procedures for maintaining information assurance. Students analyze data traffic to determine anomalies or dangers. (Prerequisite CYB 3301)

CYB 3306 Online Course Operating Systems (3cr.)
Introduces both theoretical and technical aspects of several current operating systems. Areas covered within this course are operating system installation, configuration, use, and maintenance. Network, device, and file system topics are included.

CYB 3307 Online Course Maintaining Microcomputer Systems (3cr.)
Develops the skills required to install and configure PC operating systems as well as configuring common features (e.g., network connectivity, email) for Android and Apple iOS mobile operating systems.

CYB 3308 Online Course Cloud Computing (3cr.)
Explores cloud computing fundamentals that pertain to both technology and business considerations. Topics covered are cloud services, cloud architectures, cloud backup and storage, sharing of digital media, cloud-based applications, mobile systems, virtualization, and cloud security and management. This course prepares students to sit for the CompTIA Cloud Essentials Certification.

CYB 3309 Online Course Introduction to Mobile Technology (3cr.)
Covers key trends and issues of a mobile environment as well as recent developments in mobile computing. Topics include mobile evolution, social networking, mobile strategy, management, and security. This course provides a baseline level of knowledge for success in industry and a basic foundational knowledge for mobile certifications.

CYB 3450 Online Course Introduction to Data Communication (3cr.)
Examines data communications fundamentals, including the transmission and reception of data signals, networking and network architecture, and communications protocols. Provides a baseline level of knowledge for success in industry and preparation for networking certifications, including the Network+, Microsoft Certified Systems Administrator (MCSA), Microsoft Certified Systems Engineer (MCSE), Certified Novell Administrator (CNA), and Cisco Certified Network Associate (CCNA) designations.

CYB 4301 Online Course Cyber Security and Crime (3cr.)
Introduces the types of security crime, breaches, fraud, and network penetrations. Students learn procedures for preventing intrusions, fraud, and computer crime. The legal impacts for cyber security crimes are discussed and evaluated. (Prerequisite CIS 4101)

CYB 4302 Online Course Cyber Warfare and Application (3cr.)
Provides knowledge of intrusion detection applications, security tasks, network activity, and prevention and social engineering techniques. Students are provided with hands-on exercises for intrusion detection systems, scanning applications, and social engineering practices. (Prerequisite CIS 4101)

CYB 4303 Online Course Critical Infrastructure Protection in Cybersecurity (3cr)
Provides an opportunity to assess current programs and their adequacy to protect information systems and technology. This assessment includes industry standards, governmental efforts, and interrelationships of information systems and technology to other types of critical infrastructure. By utilizing current best practices, students determine these programs' effectiveness and propose possible future measures for development. Students also gain hands-on experience with implementing network policies, access protection, virtualization, and network protocols. (Prerequisite CIS 4101)

CYB 4304 Online Course Cybersecurity Law and Policy (3cr.)
Provides a framework for the regulations and policies intended to protect assets from cyberattacks. Students practice security information gathering and create security plans to reduce potential attacks. Students also develop security procedures and processes for responding to security breaches and assessing risk for information assets. (Prerequisite CIS 4101)

CYB 4313 Online Course IT Ethics and Professionalism (3cr.)
Educates existing and future business managers and IT professionals on the tremendous impact ethical issues have on the use of information technology (IT) in the modern business world. This course includes studies of professional codes of ethical conduct, philosophy of ethics, risk analysis, liability, responsibility, security, privacy, intellectual property, the Internet, and various laws that affect an information technology infrastructure.

CYB 4401 Online Course Information Security Disaster Recovery (3cr.)
Presents disaster recovery and business continuity practices for information security environments. Students develop business continuity documentation and assessments to plan for potential operational recoveries. (Prerequisite CIS 4101)

CYB 4402 Online Course Principles of Digital Forensics (3 cr.)
Investigates digital forensics procedures and legal aspects. Students learn how to perform digital information gathering and understand legal sanctions for electronic crimes. (Prerequisite CIS 4101)

CYB 4403 Online Course Digital Forensics Applications (3 cr.)
Focuses on using applications and analysis to examine digital data from networks, computers, media, databases, websites, and mobile devices. Students provide recommendations based on analysis findings. (Prerequisites: CIS 4101, CYB 4402)

CYB 4453 Online Course IT Infrastructure Management (3 cr.)
Presents a comprehensive study of current technology management trends and tools. Includes coverage of varying types, sizes, and levels with an emphasis on larger organizations and systems.

CYB 4500 Online Course Cybersecurity Capstone (3 cr.)
Students apply knowledge learned from database management, programming, web development, and systems analysis. The project requires students to develop an application by planning development, analyzing security risk, determining budgets for security activities, and evaluating the overall health of the application. (Prerequisites: CIS 4101, CYB 4301, CYB 4302, CYB 4304, CYB4401, and CYB 4402)

Developmental Support

DEV 102 Strategies of Success (1 cr.)
Designed to enable students to be successful in any university environment, the course explores such diverse topics as time management, textbook reading and comprehension skills, resource utilization, notetaking, classroom performance skills, and test-taking strategies. (Co-requisite: HUM 110)

DEV 103 On-Course for Success (1 cr.)
Intended for university students who want to create success both at the university and in life. The course explores self-management, self-awareness, creative thinking skills, and lifelong learning skills.

Economics

ECO 251 Macroeconomics (3 cr.)
Introduction to macroeconomic principles. Emphasis on the application of these principles to current problems. General topics include policies for controlling inflation and unemployment, economic way of thinking, characteristics of market systems and competitive market behavior, money and banking, national income theory, and the fundamentals of economic growth.

ECO 252 Microeconomics (3 cr.)
Introduction to microeconomics. Emphasis on applications of these principles to current problems. General topics include demand and consumer behavior, firm and market structures, international economic relations, comparative economic systems, and current events with microeconomics content.

ECO 2401 Online Course Principles of Macroeconomics (3 cr.)
Macroeconomics involves issues of the overall economic performance of a nation, rather than those of particular individuals or firms. Macroeconomics, unlike microeconomics' analysis of individual firm and person level, deals with totals, or aggregate measures of the economy, like national income or average unemployment rates, rather than differences among individuals. Macroeconomics asks how economic aggregates are determined, why problems related to aggregate economic performance occur, and what government can and should do about such problems. In this course, students will learn that the main goal of macroeconomics is to gain a better understanding of the causes of, and remedies for, unemployment and inflation, as well as the factors that affect economic growth (unemployment, inflation, and economic growth) in both a national and international context.

ECO 2501 Online Course Principles of Microeconomics (3 cr.)
Topics to be analyzed include demand and consumer behavior, firm and market structures, international economic relations, and comparative economic systems. An emphasis will be placed on the application of these principles to current microeconomic problems and scenarios.

Early Childhood Education

ECE 1010 Online Course Introduction to Early Childhood Development (3 cr.)
Introduction to Early Childhood Development examines principles of child development from birth to the period of adolescence. Students will analyze theories, stages of development (including cognitive, physical, and social-emotional growth), and appropriate domains to support positive interactions in early childhood environments. Students will explore the basics of guiding behavior, building relationships, and observing and recording children's growth and development.

ECE 2010 Online Course Early Childhood Health and Safety (3 cr.)
Early Childhood Health and Safety introduces students to information on children's safety and overall health. Skills for maintaining safe environments that promote cleanliness, organization, routines, and healthy habits are covered in this course. Students will learn how the environment stimulates and fosters a welcoming, supportive place for young children and their families.

ECE 2020 Online Course Teaching and Learning in the Early Childhood Classroom (3 cr.)
Teaching and Learning in the Early Childhood Classroom provides students with knowledge to develop engaging activities based on best practices in early childhood education. This course will also explore various methods to effectively manage classroom environments and guide young children's behavior to maximize learning opportunities. Engaging activities and lesson plans that support the major content areas (early literacy, communication, math, science, civic awareness, and creative arts) will be practiced throughout this course. The application of observation strategies and classroom assessment tools are also covered.

ECE 2030 Online Course Introduction to Children with Special Needs (3 cr.)
Introduction to Children with Special Needs allows learners to demonstrate competence in working with various special populations, including those with learning and developmental disabilities as well as dual language learners. Learners will explore how to adapt the curriculum to meet the needs of young children with developmental differences and cultivate partnerships with families who have children with different abilities.

ECE 2040 Online Course Community and Family Engagement (3 cr.)
Community and Family Engagement allows students to foster solid relationships with families and community partners to increase positive communication and cultural awareness. This course will investigate the importance of family/school partnerships, ways to effectively communicate with families, and identify community organizations to support cultural awareness. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate methods supporting all children in becoming competent members of a diverse society.

Education

EDU 201 Introduction to Teaching (3 cr.)
Candidates will become acquainted with the profession of teaching, past and present characteristics of educational institutions, expectations, and obligations of teachers, and how teachers guide learners. This course is intended to help one become informed and to develop their skills in the process of evaluating what one's future role in the field of education might be. Concurrent enrollment in EDU 202 is required. (Fall/Spring) [PLO 4.A. Students will engage in situated learning activities that summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet the individual

needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

EDU 202 Introduction to Teaching Clinical (0 cr.)
Candidates will complete an introductory clinical placement requiring a minimum of 20 hours of introductory observation in area classrooms. Concurrent enrollment in EDU 201 is required. (Fall/Spring) [PLO 4.B. Students will engage in situated learning activities that summon them to demonstrate a preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

EDU 230 Educational Media and Computers (1 cr.)
Instructional technology influences learning in K-12 educational settings. The nature of this field is that it is fluid due to changes related to tools and devices used by students to learn and complete tasks. In addition, teachers use technology to meet professional responsibilities. Technology can enhance learning, improve motivation and engagement, increase accessibility, individualize instruction, and improve communication with stakeholders. In this course, candidates will learn ideas and skills for effectively integrating technology into their teaching. (Fall/Spring) [PLO 3. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 240 Educational Psychology (3 cr.)
An examination of cognitive, social, linguistic, behavioral, and psychomotor learning processes which impact learners. Candidates explore differentiated techniques to meet individual needs to create an environment that motivates and engages the learner. Ten (10) hours of introductory clinical experience is required. (Prerequisites: EDU 201, EDU 202, and PSY 144) (Fall/Spring) (Course may be used as a Social and Behavioral Science Core Curriculum elective by Education students.) [PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

EDU 253 Literature for Children (3 cr.)
An exploration of genres within children's literature, focusing on literary analysis. Candidates will identify books that support children in their understanding of human values and life experiences, books that enrich subject content, and books that present diverse cultures and perspectives as children learn to communicate through listening, speaking, and writing. (Spring) [PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).]

EDU 330 Language Development/Teaching Reading & Language Arts (4 cr.)
Introduces theories on the progressive development of language acquisition and literacy. Focuses on the foundational reading skills of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Candidates learn how differentiated literacy instruction can meet diverse learner needs. (Prerequisites: EDU 201, EDU 202, EDU 240, PSY 144, and SPED 220) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 332 Methods of Teaching Literacy in Grades K-8 (3 cr.)
The purpose of this class is to provide students with methods to teach the five pillars of reading instruction; phonemic awareness, phonics, vocabulary and word knowledge, comprehension, fluency, and research-based strategies for instruction. Students will become familiar with content area reading strategies, reading curriculum, and assessments in reading. This course includes fifteen (15) clinical experience hours. [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 340 Methods of Teaching Math/Science in Grades K-8 (4 cr.)
An exploration of theories, teaching strategies, resources, assessment, and the use of technology in the context of creating learning experiences, including instructional methods of diverse learners and special needs students, for math and science for primary, intermediate, and middle school children. Candidates will create math and science learning experiences based on problem-solving, discovery-inquiry approach, developmental implications, and current programs. Candidates will also demonstrate an integrated approach in teaching math and science. Fifteen (15) hours of participatory clinical experience in a 4th-6th grade classroom are required. Must be fully accepted to the Teacher Education Program. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, EDU 440, PSY 144, and SPED 220; suggested to also take EDU 350 prior to taking EDU 340) (Must be taken at Waldorf University) (Spring) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 342 Methods of Teaching Social Studies in Grades K-8 (2 cr.)
This course will prepare students to align grade-level social studies standards and outcomes, with consideration to learner development, cross-curricular planning, and learning environments while employing high leverage practices. Ten (10) hours of participatory clinical experience in a K–8 classroom is required. Must be fully accepted to the Teacher Education Program. [PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).]

EDU 345 Methods of Teaching Business in the Secondary School (3 cr.)
Candidates will develop skills for lesson planning and crafting business curricula for effective instruction and assessment of learning. Candidates will learn methods and materials unique to 5-12 Business teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 346 is required. (Prerequisites: EDU 370, EDU 371, and EDU 440) (Must be taken at Waldorf University) (Fall) [PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.]

EDU 346 Clinical Experience in Teaching Business (1 cr.)
Candidates will gain instructional experience in a secondary classroom setting. Twenty (20) hours of participatory clinical experience in a secondary business classroom are required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 345 is required. (Must be taken at Waldorf University) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 348 Computer Science for Educators (3 cr.)
The purpose of this course is for candidates to demonstrate proficient knowledge of utilizing technology through coding, computer programming, web design, and STEM work in an educational setting. Throughout this course, many learning opportunities will come through the practice of creating plans and designs to become a highly effective teacher while using technology to enhance student learning and engagement. Candidates will be required to engage with and learn side by side with students for an understanding of how STEM/Computer Science is being incorporated in schools and how it is being learned/taught at different age levels. This course will allow future teachers to be able to develop a philosophy and style of teaching around the core principles of excellent instruction and use of technology. (Prerequisite: EDU 240 suggested) (Fall, as needed) [PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.]

EDU 350 Methods of Teaching Movement/Music/Art/Drama in Grades K-8 (4 cr.)
This course will assist candidates in understanding, planning, and implementing the integration of movement, music, art, and drama into developmentally appropriate curricula for children in educational settings. Fifteen (15) hours of participatory clinical experience in an elementary K–3 classroom is required. Concurrent enrollment in EDU 440 is required. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, PSY 144, and SPED 220) (Must be taken at Waldorf University) (Fall) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 355 Methods of Teaching Reading in Grades 5-12 (2 cr.)
Candidates will explore theories, teaching strategies, resources, assessments, and the use of technology in the context of creating learning experiences for literacy-rich classrooms. Candidates will learn to teach reading, writing, and the language arts within literature-based learning experiences, as well as plan for diverse learners and students with special needs. Ten (10) hours of participatory clinical experience is required. Must be fully accepted to the Teacher Education Program. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, PSY 144, and SPED 220) (Must be taken at Waldorf University) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 360 Methods of Teaching Reading/Social Studies/ Language Arts in Grades K-8 (4 cr.)
This course will explore research-based instructional strategies in the context of integrating literacy skills into social studies content. Candidates will create an inquiry-based social studies unit integrating techniques to motivate diverse learners to research, collaborate, and answer an essential question. Fifteen (15) hours of participatory clinical experience in a K–8 classroom is required. Must be fully accepted to the Teacher Education Program. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, EDU 330, EDU 440, PSY144, and SPED 220) (Must be taken at Waldorf University) (Fall) [PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).]

EDU 370 Secondary Teaching Methods (3 cr.)
The course will build upon previous learning as it helps candidates with general pedagogy, planning for instruction, use of teaching aids, and instructional delivery. Candidates will focus on the application of theory, lesson, and unit design. This course introduces candidates to methods and materials applicable to the delivery of middle school and high school curricula. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 371 is required. (Prerequisites: EDU 201, EDU 202, EDU 230, EDU 240, and SPED 220) (Spring) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 371 Pre-Student Teaching Clinical Experience for Secondary (1 cr.)
Candidates are required to participate for twenty (20) hours in a secondary classroom and experiment with teaching materials and methods by teaching two lessons. Must be fully accepted to the Teacher Education Program. Candidates are required to enroll concurrently in EDU 370. (Spring) [PLO 4.A. Students will engage in situated learning activities which summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet the individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

EDU 375 Methods of Teaching Speech in the Secondary School (3 cr.)
Candidates will learn methods and materials specific to 5-12 Speech teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 465 is required. (Prerequisites: EDU 370, EDU 371, and EDU 440) (Must be taken at Waldorf University) (Fall) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge

of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 376 Clinical Experience in Teaching Speech (1 cr.)
Candidates will gain instructional experience teaching a speech course in a secondary classroom setting. Twenty (20) hours of participatory clinical experience in a secondary classroom are required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 375 is required. (Must be taken at Waldorf University) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote a deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.

EDU 380 Methods of Teaching Social Studies in the Secondary School (3 cr.)
Candidates will learn methods and materials specific to 5-12 Social Studies teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 381 is required. (Prerequisites: EDU 370, EDU 371, and EDU 440) (Must be taken at Waldorf University) (Fall) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 381 Clinical Experience in Teaching Social Studies (1 cr.)
Candidates will gain instructional experience teaching a social studies course in a secondary classroom setting. Twenty (20) hours of participatory clinical experience in a secondary classroom are required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 380 is required. (Must be taken at Waldorf University) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 382 Methods of Teaching Science in the Secondary School (3 cr.)
Candidates will learn methods and materials specific to teaching science in the secondary school. Planning for teaching and learning experiences based on secondary student learning needs. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 383 is required. (Prerequisites: EDU 370, EDU 371, and EDU 440) (Must be taken at Waldorf University) (Fall) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 383 Clinical Experience in Teaching Science (1 cr.)
Candidates will gain instructional experience teaching a science course in a secondary science classroom setting. Twenty (20) hours of participatory clinical experience in a secondary science classroom are required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 382 is required. (Must be taken at Waldorf University) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 385 Methods of Teaching English in the Secondary School (3 cr.)
Candidates will learn methods and materials specific to 5-12 English teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 386 is required. (Prerequisites: EDU 370, EDU 371, and EDU 440) (Must be taken at Waldorf University) (Fall) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 386 Clinical Experience in Teaching English (1 cr.)
Candidates will gain instructional experience teaching an English course in a secondary classroom setting. Twenty (20) hours of participatory clinical experience in a secondary classroom are required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 385 is required. (Must be taken at Waldorf University) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 395 Content Area Reading Methods (3 cr.)
This course is for prospective secondary teachers, including those who will obtain K-12 Music or K-12 Physical Education endorsements. Candidates will learn how to incorporate strategies for reading to learn in their content area. Vocabulary, writing, comprehension, and study skills are applied to actual content area texts. Candidates will learn various strategies and approaches to support reading. The course includes Dyslexia e-Learning training through the Iowa Reading Research Center and addresses strategies for students who are learning English. Ten (10) hours of participatory clinical experience are required in which one designs and delivers a lesson. (Prerequisites: EDU 201, EDU 202, EDU 240, and SPED 220) (Must be taken at Waldorf University) (Spring) [PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).]

EDU 398 Methods of Teaching Secondary Mathematics (3 cr.)
Candidates will learn methods and materials specific to 5-12 Mathematics teaching in a secondary classroom setting. Candidates will develop skills for lesson planning and crafting math curriculum for effective instruction and assessment of learning. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 399 is required. (Prerequisites: EDU 370, EDU 371, and EDU 440) (Must be taken at Waldorf University) (Fall) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

EDU 399 Clinical Experience in Teaching Mathematics (1 cr.)
Candidates will gain instructional experience teaching a math lesson in a secondary classroom setting. Twenty (20) hours of participatory clinical experience in a secondary classroom are required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in EDU 398 is required. (Must be taken at Waldorf University) (Fall) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 400 Ethics and Religious Diversity in Public and Private Education (3 cr.)
This course will assist candidates in recognizing that children are best understood in the context of family, cultural background, social setting, economic status, and religious heritage. This understanding of diversity will help them as educators when developing a rich classroom environment that celebrates and enriches the lives of all learners while enhancing relationships and facilitating a sense of community. Candidates will understand the role of character education, religious diversity, as well as, professional, ethical, and legal boundaries for their practice in public and private settings. (Prerequisite: EDU 240) (Must be taken at Waldorf University) (Spring) (Course may be used as the second Religion or Philosophy Core Curriculum elective by Education students.) [PLO 1.B. Students will integrate their knowledge of individual and cultural differences as a means of creating inclusive learning environments for all learners to meet high standards.]

EDU 406 Elementary Music Student Teaching (6 cr.)
Supervised teaching experience in an accredited elementary school and participation in the total program of the school; seven weeks of full days with attendance at Student Teaching Seminars. Requires the completion of all coursework. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

EDU 407 Grades K–3 Student Teaching (6 cr.)
Supervised teaching experience in an accredited K-3rd grade classroom and participation in the total program of the school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 4.B. Students will engage in situated learning activities that summon them to demonstrate preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

EDU 409 Grades 3-8 Student Teaching (6 cr.)
Supervised teaching experience in an accredited 3rd-8th grade classroom and participation in the total program of the school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 3.A. Students will create multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.]

EDU 410 Student Teaching in 5-9 Social Studies (6 cr.)
Supervised teaching in an accredited 5-9 Social Studies classroom and participation in the full day of a secondary school; seven full weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 4.B. Students will engage in situated learning activities that summon them to demonstrate preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

EDU 411 Multicultural Practicum (2 cr.)
This course will broaden exposure to diverse student populations to better prepare candidates to serve future students and communities. Course experiences will include readings, discussions, field trips, classroom observations, and interactive activities. The course includes a participatory clinical experience in a diverse classroom setting for five days (40 hours). (Prerequisite: Completion of one methods course or approval by the Education Faculty) (Course Fee $60) (Must be taken at Waldorf University) (Fall/Spring) [PLO 1.B. Students will integrate their knowledge of individual and cultural differences as a means of creating inclusive learning environments for all learners to meet high standards.]

EDU 412 Student Teaching in 5−9 Science (6 cr.)
Supervised student teaching in an accredited 5-9 Science classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance in Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 4.B. Students will engage in situated learning activities that summon them to demonstrate preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

EDU 413 Extended Elementary Student Teaching (3 cr.)
This course is required for students seeking out-of-state licensure that requires eighteen (18) weeks of student teaching. This is supervised teaching in an accredited elementary school. Four additional full weeks are required with attendance at Student Teaching Seminars. (Prerequisites: EDU 407 and EDU 409) (Must be taken at Waldorf University) [PLO 4.B. Students will engage in situated learning activities

which summon them to demonstrate preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

EDU 414 Student Teaching in 9-12 Social Studies (6 cr.)
Supervised teaching in an accredited 9-12 Social Studies classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring)

EDU 415 Student Teaching in 5-9 English (6 cr.)
Supervised teaching in an accredited 5-9 English classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring)

EDU 416 Student Teaching in 9-12 Science (6 cr.)
Supervised student teaching in an accredited 9-12 Science classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring)

EDU 417 Student Teaching in 9-12 English (6 cr.)
Supervised teaching in an accredited 9-12 English classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring)

EDU 420 Student Teaching in 5-9 Speech (6 cr.)
Supervised teaching in an accredited 5-9 Speech classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring)

EDU 421 Secondary Music Student Teaching (6 cr.)
Supervised teaching experience in an accredited secondary music program and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. Requires the completion of all coursework. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring)

EDU 423 Student Teaching in 9-12 Speech (6 cr.)
Supervised teaching experience in an accredited 9−12 Speech classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.]

EDU 430 Education Capstone (1 cr.)
Synthesis of learning experiences in education. The candidate will complete a professional philosophy of education, professional portfolio, and resume. Candidates will also make a formal presentation of their achievement portfolio to the Education Department faculty and staff, as well as, to the entire Waldorf University Community. (Concurrent enrollment with student teaching required.) (Must be taken at Waldorf University) (Fall/Spring) [PLO 4.A. Students will engage in situated learning activities which

summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet the individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

EDU 440 Assessment and Goal Setting (3 cr.)
This course is designed to give candidates experiences in creating assessments for use in their future class settings that align with learning objectives. By reflecting on the purpose of assessments, how assessments can motivate learners, and how to prioritize learning through grading practices, candidates will determine what their future practices and policies will be like. Various types of assessments will be explored, and candidates will practice interpreting data from standardized, criterion-referenced, summative, and formative assessments. Candidates will also examine how ethics and equity can be upheld by assessment practices. Candidates will distinguish assessment methods based on what is being evaluated – such as measuring knowledge, skills, dispositions, or reasoning. Candidates will learn how to give effective feedback to learners. The goal-setting aspect of the course relates not only to the candidates contributing to the assessment of their skills, knowledge, and disposition but also to using goal-setting as a means of supporting learners. Ten (10) hours of participatory clinical experience are required. (Prerequisites: PSY 144, EDU 201, EDU 202, EDU 240, and SPED 220) (Fall) [PLO 3. A. Students will create multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.]

EDU 460 Developing Classroom Community – Elementary (2 cr.)
Candidates will explore how to build classroom community by developing relationships, implementing procedures, and using effective practices when children need redirection. Candidates will learn how to promote positive student behavior with intrinsic rewards while supporting the developmental stages of diverse students. Effective communication skills with parents and children will be practiced through simulations and role play. Ten (10) hours of participatory clinical experience are required. (Prerequisite: PSY 144 and EDU 240) (Fall) [PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

EDU 465 Developing Classroom Community – Secondary (3 cr.)
Candidates will learn how to create a climate for positive behavior in their classrooms by applying concepts of social contracts, fostering an atmosphere that supports learning, cultivating trust and respect with and among learners, redirecting inappropriate behaviors, and orchestrating group interactions. They will identify root causes for misbehavior and learn to create plans that foster student responsibility and intrinsic motivation. Effective communication skills will be practiced through simulations and role plays. Restorative and trauma-informed practices will also be examined as a means of responding to behaviors. Candidates will also learn how to communicate effectively with families on an ongoing basis and in response to concerns. Ten (10) hours of participatory clinical experience are required. (Prerequisites: PSY 144, EDU 201, EDU 202, and EDU 240) (Fall) [PLO 1. C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

EDU 470 Student Teaching in 5-9 Mathematics (6 cr.)
Supervised teaching in an accredited 5-9 Mathematics classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 471 Student Teaching in 9-12 Mathematics (6 cr.)
Supervised teaching in an accredited 9-12 Mathematics classroom and participation in the full day of secondary school; seven weeks of full days with attendance at Student Teaching Seminars.

(Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

EDU 475 Student Teaching in 5-9 Business (6 cr.)
Supervised teaching in an accredited 5-9 Business classroom and participation in the full day of a secondary school; seven weeks of full days with attendance at Student Teaching Seminars. Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.]

EDU 476 Student Teaching in 9-12 Business (6 cr.)
Supervised teaching in an accredited 9-12 Business classroom and participation in the full day of secondary school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.]

EDU 480 Student Teaching in K-8 Physical Education (6 cr.)
A K–8 supervised teaching experience in an accredited elementary Physical Education classroom and participation in the total program of the school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 1. C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

EDU 481 Student Teaching in 5−12 Physical Education (6 cr.)
A secondary school supervised teaching experience in an accredited 5-12 Physical Education classroom and participation in the total program of the school; seven weeks of full days, with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 1. C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

EDU 482 Student Teaching in 5−12 Health (2-4 cr.)
Supervised teaching experience in an accredited 5-12 Health classroom and participation in the total program of the school; seven weeks of full days with attendance at Student Teaching Seminars. (Prerequisites: Senior status and acceptance into Student Teaching) (Must be taken at Waldorf University) (Fall/Spring) [PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.]

EDU 490 In-service: Topics in Education (1-3 cr.)
This course is for in-service teachers only. The purpose of the course is to provide professional development for the improvement of teaching strategies and increase learning opportunities for K-12 students. Topics will be chosen based on the needs of area in-service teachers. [PLO 4.A. Students will engage in situated learning activities that summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet the individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

Emergency Management

EMG 3000 Online Course Introduction to Emergency Management (3 cr.)
This course provides an overview of the history of emergency management, both in the United States and other countries. The material covered describes local, state, and federal roles and responsibilities for responding to disasters and emergencies. Students will investigate unique challenges in preparing for and responding to man-made, natural, and technological disasters. Additionally, the course will outline concepts, issues, and programs associated with the development of an emergency management program. Finally, after this course, students will be familiar with the professionalism within emergency management, as well as how the field as a whole is transitioning into a true profession.

EMG 3001 Online Course Disaster Mitigation and Preparedness (3 cr.)
This course will provide students with an in-depth understanding of two of the phases in the disaster cycle: mitigation and preparedness. Students will analyze the concepts of vulnerability and risk, and develop an understanding of how to mitigate and prepare an area for future disaster events. (Prerequisite: EMG 3000)

EMG 3002 Online Course Disaster Response and Recovery Management (3 cr.)
This course will provide students with an in-depth understanding of the last two phases in the disaster cycle, response and recovery. Crucial in this course is student understanding of planned efficiency and effectiveness in true disaster situations. Topics covered include a comprehensive overview of the emergency management principles, unified and collaborative management of disasters, restoration of community functions after a disaster, and systematic planning for community-wide recovery. (Prerequisite: EMG 3000)

EMG 3050 Online Course Special Operations (3 cr.)
This course provides an overview of special operations in emergency management (EM). The emergency management field is ever-evolving and requires integration of operations not traditionally considered core EM functions. These functions include integration with the intelligence community, joint information centers, pre-planned special events, critical infrastructure protection, and inter & intra-state mutual aid. This course explores these and other critical special operations that EM communities undertake. Upon successful completion of the course, the student will have an understanding of how EM integrates with these functions. (Prerequisite: EMG 3000)

EMG 3100 Online Course Terrorism in Emergency Management (3 cr.)
This course addresses emergency management of terrorism in terms of preparedness, incident response, and safe approaches to mitigation. Some of the key topics presented in the course include terrorism throughout world history, risks and hazards at the terrorism scene, preservation of evidence at the terrorism scene, risk assessment procedures and processes, key management roles and responsibilities, and recognition of explosive substances and devices. Upon completion of this course, students will be able to recognize the risks and threats of terrorism. (Prerequisite: EMG 3000)

EMG 4001 Online Course Interagency Disaster Management (3 cr.)
Students will analyze the interagency aspect of emergency management. Crucial to this course is an understanding of the intergovernmental, inter-organizational, and interagency collaboration that continuously occurs when working in the field. Students will also develop an understanding of the political, legal, and economic impact on emergency management. (Prerequisite: EMG 3000)

EMG 4002 Online Course Incident Command in Emergency and Disaster Management (3 cr.)
This course will provide an in-depth analysis of the incident command structure within emergency management. Real-life events will be used as case studies to allow students to demonstrate the ability to use NIMS and ICS. At the culmination of this course, students will have received several FEMA certificates. (Prerequisite: EMG 3000)

EMG 4050 Online Course Socio-Psychological Nature of Emergency Management (3 cr.) Students will analyze the social and psychological nature of working in emergency management. Relevant theories will be incorporated to display how humans prepare for, respond to, and recover from vulnerabilities, risks, emergencies, disasters, and catastrophes. (Prerequisite: EMG 3000)

EMG 4900 Online Course Capstone in Emergency Management (3 cr.)
This course will synthesize the principles and theories presented in the core group of courses in this program. Students will examine numerous case studies and evaluate the policy options that officials are facing today, in addition to future approaches in EM. The course will also aid students in developing the skills necessary to work in the field and will culminate with the student completing a virtual disaster response scenario. (Prerequisites: EMG 3000, EMG 3001, EMG 3002, EMG 3050, EMG 3100, FSC 3110, EMG 4001, EMG 4050)

English

ENG 106 /HON 106 Honors: Composition I (3 cr.)
This honors-level course in academic literacy focuses on writing, critical thinking, and active reading. Students develop their abilities to analyze texts, synthesize ideas, and advance arguments in writing. Reading-to-write is emphasized with a curriculum focused on Ancient Greece. Students must earn a grade of C or higher to fulfill this Core Curriculum requirement and move on to ENG/HON 107 or ENG 121. (Open to students accepted into the Honors College Program) (Fall)

ENG 107 / HON 107 Honors Composition and Literature II (3 cr.)
This course focuses on the critical reading of literary texts through the study of a complex topic such as the French Revolution or American Slavery. Class discussion and writing projects provide opportunities for analysis, synthesis, and interpretation of the texts as students develop increasing academic literacy. (Open to students in the Honors College Program) (Prerequisites: ENG 106 or ENG 120 and ENG 121) (Spring)

ENG 120 Composition I: Reading and Writing (3 cr.)
The course immerses students in a variety of strategies to improve their writing, reading, and analytical thinking skills to prepare them for the challenges they will encounter throughout their academic careers across disciplines. Students will improve their ability to express themselves with cogent, clear writing and strengthen their facility to access, assess, and respond to written material that is complex and rich with ideas. Students must earn a grade of C or higher to fulfill this Core Curriculum requirement and move on to ENG 121. (Every semester)

ENG 121 Composition II: Rhetoric and Written Argument (3 cr.)
The course will develop and build upon students' writing through the application and practice of rhetorical concepts, immersing them in a world where analytical thinking and persuasive, clear writing are skills they will require. Students must earn a grade of C or higher to fulfill this Core Curriculum requirement. (Prerequisites: ENG 120 or ENG/HON 106) (Every semester)

ENG 204 Writing Center Tutor Training (1 cr.)
This course focuses on current theories of composition, reader response, instructional techniques for writing conferences, and writing center theories and practices. (Prerequisites: ENG 120 and ENG 121, or ENG/HON106 and permission from the instructor)

ENG 205 English Grammar (3 cr.)
This course provides a thorough examination of English syntax and its underlying structures, specifically to gain an understanding of the rules of the written form of Standard American English. Special attention

will also be given to how the English language is actively evolving and changing. Required for English secondary education majors. (Prerequisite: ENG 121 or ENG/HON 107) (Alternating years)

ENG 212 Global Literature (3 cr.)
This course focuses on writing about and discussing literature from outside the United States or England. The content of the course varies from semester to semester and may survey a particular time period and/or region; explore a genre of literature across times or regions; or thematically investigate world literature. (Prerequisites: ENG 120 and ENG 121, or ENG/ HON 107) (Every year)

ENG 213 Postcolonial Global Literature (3 cr.)
This course will explore the global literature (non-British/non-American) that developed in a variety of geographical areas following decolonization. Readings, writing, and discussion will focus on how these writers and their works, both fiction and non-fiction, help give voice to those cultures and nations previously marginalized through colonization. In this context, we will examine issues and ideas that surface as these nations and peoples move from colonized to independent and seek to find ways to blend their old and new cultural experiences by expressing change, conflict, and growth through the literature that records this experience. (Prerequisites: ENG 120 and ENG 121, or ENG/HON 107)

ENG 230 Advanced Composition (3 cr.)
This composition course builds on the writing process skills acquired in English 120 and 121, with a particular focus on essay form and the rhetorical aims of written argument, including inquiry, persuasion, mediation, and research-based argument. Students will read, analyze, and write a variety of essays to develop a full understanding of the essay form. Required for English, English Secondary Education, and Creative Writing majors. (Prerequisites: ENG 120 and ENG 121, or ENG/HON 107) (Alternating years)

ENG 232 Literature of the American Frontier (3 cr.)
The course will begin by looking at the frontier as a place and idea in early American Literature, exploring ways in which the experience, landscape, and myth of the frontier shaped American Literature and culture. The course will extend through the literature of the American Renaissance, a period of amazing artistic and intellectual growth, producing stories and poetry from authors who were interested in creating literature that had moved out from the shadows cast by British literature and was distinctively American. (Prerequisites: ENG/HON 107, or ENG 120 and 121) (ENG 323 or 341 will be offered in the Fall of alternating years)

ENG 235 Technical Communications (3 cr.)
This course focuses on writing within technical, scientific, and professional contexts. Over the semester, students will gain experience writing technical and/or scientific reports, completing workplace correspondence, writing procedures/instructions, and presenting technical topics to non-technical readers/users. Students will review and practice research documentation, including exposure to the appropriate style(s) for their chosen discipline. Coursework will focus both on print and online contexts. (Prerequisites: ENG 120 and ENG 121, or ENG/HON 106) (Spring or Fall)

ENG 250 Explorations in Literature (3 cr.)
The course provides students the opportunity to engage, discuss, and write about representative poems, short stories, essays, novels, plays, and films from diverse writers, time periods, and regions of the world; the course immerses students not only in the analytical aspects of looking closely at the responding to complex material but also the humane aspects of culture, history, politics, religion, and other fields of human endeavor. (Prerequisite: ENG 120 and ENG 121, or ENG/ HON 106)

ENG 260 Principles of Linguistics (3 cr.)
This course will introduce the major foundations of linguistic study, from phonetics and phonology to various fields of applied linguistics, including psycholinguistics and sociolinguistics, to provide students with a widely applicable understanding of how human language is structured and continually shaped by a

range of sociocultural and psychological factors. Special attention will be given to theories, models, and research relevant to second-language acquisition. (Alternating years)

ENG 300 / REL 300 Mythology and Sacred Experience (3 cr.)
Mythology and Sacred Experience will explore the rich landscape that literature and religion share. Myth is a central component of all five large world religions; thus, a study of ancient and global mythology opens the door to insights and discussion about the very nature of existence. Grounded in an exploration of the universal elements of religious experience, we will read a variety of writers and narratives that explore these elements within both a literary and religious experience context. (Prerequisites: (HON 106 / ENG 106) or (ENG 120 or ENG 121) and REL 103)

ENG 307 History of the English Language (3 cr.)
This course will examine the ways in which English developed and then evolved as a result of historical and cultural factors into the wide variety of English dialects that are used today. While special points of focus will include structural developments at the levels of phonology, orthography, morphology, and grammar, attention will also be paid to how literatures of Old, Middle, and Early Modern English reflect the changing language, as well as to the impact of England's colonial history on the development of global Englishes. (Prerequisites: ENG120 and ENG121 or HON106 and HON107)

ENG 308 Special Topics in English Studies (3 cr.)
This class will examine an individual author or topic from an English Studies approach that includes the study of texts and genres such as literature, rhetoric, and/or communication. Topics will vary and are determined by the instructor. Students may enroll in this course more than once with different topics. (Prerequisite: ENG120, ENG121, ENG/HON 107, or equivalent)

ENG 310 Young Adult Literature (3 cr.)
This course will provide an opportunity for English Education majors to survey books in a variety of genres that are of interest to middle school and high school students with special attention to the developmental needs and abilities of students of this age, including gifted learners and reluctant readers. Required for secondary education English majors. (Prerequisites: ENG 120 or ENG 121 or ENG/HON 106) (Alternating years)

ENG/HIS 322 The Anglo-Saxons and Vikings (3 cr.)
A study of Anglo-Saxon and Scandinavian civilizations from the Roman Conquest of Britain to the conversion of Scandinavia (100 - 1100 AD). Emphasis is placed on their political, social, and religious development, literary and cultural traditions, their interaction with others, and the relevance of these historical societies. The history and historical portrayals of Anglo-Saxons and Vikings will be explored through traditional and non-traditional historical sources as well as the literature and poetry of these societies. (Directed study will be offered through the department) (Prerequisite: ENG 106 / HON 106 and ENG 107 / HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

ENG 323 / HIS 323 Literature of the American Frontier (3 cr.)
The course will begin by looking at the frontier as a place and idea in early American Literature, exploring ways in which the experience, landscape, and myth of the frontier shaped American Literature and culture. The course will extend through the literature of the American Renaissance, a period of amazing artistic and intellectual growth, producing stories and poetry from authors who were interested in creating literature that had moved out from the shadows cast by English literature and was distinctively American. (Prerequisites: ENG/HON 107, or ENG 120 and 121) (ENG 323 or 341 will be offered in Fall of alternating years)

ENG 334 / HIS 334 Magic, Monsters, and Heroes of the Middle Ages (3 cr.)
A study of Medieval society through the exploration of medieval literature and its historical background. Specific texts will be used to emphasize a study of medieval depictions of magic, monsters, and heroes in

Medieval Europe. This emphasis will be used to explore unique Medieval worldviews, the values of Medieval society, and how Medieval society distinguished between the natural and supernatural. Other themes such as religious belief, social structures, gender roles, warfare, social issues, daily life, reactions to crisis, and leadership will also be explored through a combination of in-depth reading of primary texts and instruction on literary works and their historical background. Through a combination of literary analysis, independent research, and classroom instruction students will gain a greater understanding of Medieval Europe, its distinct historical periods and cultures, and how literature can be used to explore historical societies. (Directed study will be offered through the department) (Prerequisite: (ENG/HON 106 and ENG/HON 107) or (ENG 120 and ENG 121) or with permission from the course instructor)

ENG 341 American Literature to 1865 (3 cr.)
The course begins at the earliest period of American literature, with the early encounters between Europeans and native peoples of North America. We will examine texts from the colonial period and early nationhood before moving on to nineteenth-century experiments in form and style leading up from Transcendentalism to Realism and Naturalism. (Prerequisites: ENG/HON 107, or ENG 120/121) (ENG 323 or 341 will be offered in Fall of alternating years)

ENG 342 American Literature 1865 to Present (3 cr.)
This course will begin with the literature immediately post-Civil War and then examine the influence of capitalism, industrialism, and urban growth in the American Empire period. What follows is an investigation of the origins, objectives, and methods of the Modern and Postmodern movements in American Literature as well as the diversity of voices and genres contributing to the contemporary American scene. Special attention will be paid to cultural, political, and social issues as they influence and are influenced by this literature. (Prerequisites: ENG/HON 106/107, or ENG 120/121). (Every other Spring)

ENG 351 British Literature I: Beowulf to 18th Century (3 cr.)
This survey of early British literature ranges from Beowulf, one of the earliest Old English texts, up to the eighteenth century. We will trace the development of the literary hero as well as focus on literary history and genre development as we study such authors as Chaucer, Milton, Donne, and Swift. (Prerequisites: ENG/HON 107, ENG 250, or equivalent) (Every other Fall)

ENG 352 British Literature II: Romantic Era to Contemporary (3 cr.)
This survey of later British literature ranges from Romantic writers such as William and Dorothy Wordsworth, Samuel Taylor Coleridge, and Mary Wollstonecraft, through Victorian authors such as Charles Dickens and Thomas Hardy, up to Modern and Contemporary works by T.S. Eliot, Virginia Woolf, Seamus Heaney, and others. We will examine significant literary trends such as the rise of the novel and short story genres, the development of experimental poetic forms, and how literature of these eras reflected religious exploration, advances in science, industrialism, and modes of publication. (Prerequisites: ENG/HON 107, ENG 250, or equivalent) (Every other Spring)

ENG 415 Special Topics in English (3 cr.)
Individual authors such as Charles Dickens or Mark Twain, a small group of writers such as Thomas Hardy and the Brontës, a literary movement such as post-Modernism, a genre such as Contemporary Novels, or a similar focused analysis will be studied in this course. Topics will vary, and students may enroll more than once with different topics.

ENG 441 Shakespeare (3 cr.)
Using literary criticism and close textual analysis, this course will examine several of Shakespeare's plays, representing the dramatic genres of comedy, history, tragedy, and romance. (Prerequisites: ENG/HON 107 or ENG 120 and ENG 121) (Every other Fall)

ENG 470 / HIS 470 Vietnam Era (3 cr.)
This class centers on the American involvement in Southeast Asia from 1965 to 1972 through the disciplines of history and English. It also covers to a lesser degree the French colonial experience in Indochina and the history of the united Vietnam after reunification in 1975. As an interdisciplinary course, the focus is not only on the historical narrative but on the literature of the period as well from American, South Vietnamese, and North Vietnamese sources. Film, music, and direct recollections of the US Vietnam veterans are used in the course.

ENG 471 / HIS 471 From the Beats to the Beatles (3 cr.)
This interdisciplinary course will examine American counterculture, political activism, and post-modern literature after 1945. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

ENG 495 English Internship (3+ cr.)
Internships are designed to give students practical experience in a field of their choice by placing them in a professional setting. This self-directed experiential learning allows students to leave the campus setting and apply emerging skills in a related working situation. The English internship will be evaluated with a letter grade rather than a pass/fail.

ENG 498 Shakespeare Thesis (3 cr.)
The thesis projects synthesizing literary, historical, biographical, and theatrical elements of plays of Shakespeare and/or early modern dramatists. An advisor from the English or Theatre departments must be assigned as an advisor for this thesis project. Further guidelines for the thesis are available from the Theatre Department. Students will present their research and/or project(s) at the Inquirere colloquium.

ENG 499 Senior English Thesis (3+ cr.)
Students who major in English are required to complete 3+ credit hours of capstone work, either as an internship or a thesis. The thesis is a substantial scholarly project demonstrating the student's best literary analysis. As a general rule, students who write a thesis should complete 10 pages of thesis material per credit hour, or 30 pages for three hours of thesis credit.

ENG 1010 Online Course English Composition I (3 cr.)
Introduction to the basic concepts and requirements of university-level writing. Provides students with the ability to implement effective communication skills via the written word. Students must pass this course with a grade of not less than a C (2.00) for it to be considered passing the General Education Core requirement.

ENG 1020 Online Course English Composition II (3 cr.)
Provides an advanced introduction to the basic concepts and requirements of university-level writing, and presents additional skills, methods, and techniques to improve and polish the student's completed written documents. Gain writing experience, an understanding of the writing and revision process, methods and techniques to enhance the delivery of the writer's thoughts and ideas, proper grammar usage, and critical reading skills. Students must pass this course with a grade of not less than a C (2.00) for it to be considered passing the General Education Core requirement. (Prerequisite: ENG 1010 or equivalent)

ENG 2500 Online Course Explorations in Literature (3 cr.)
An American literature course that spans the colonial beginnings through the middle of the 20th century, this course incorporates various forms of media such as videos, audiobooks, podcasts, and interactive presentations to enliven the literary works being discussed. The course examines several prominent American literary "isms" alongside the historical contexts in which they emerged so that students construct a coherent timeline coordinating literary and historical events. Students will demonstrate knowledge of these literary modes and their characteristics through critical thinking in a series of research and analytical assignments as well as a final research project on a topic to be determined by the student.

(Residential students may use this course as a Core requirement with permission from the English Departmental Chair)

Fire Science

FSC 2010 Online Course Principles of Fire and Emergency Services (3 cr.)
This course provides an overview of fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives

FSC 3110 Online Course Community Risk Reduction for the Fire and Emergency Services (3 cr.) Provides a theoretical framework for understanding ethical, sociological, organizational, political, and legal components of community risk reduction. Methods for the development of a comprehensive community risk reduction plan are explored. (This course replaces FSC 3820: The Community and the Fire Threat.) (The FESHE Course Code Equivalent for this course is C287)

FSC 3120 Online Course Organization and Management of Fire and Emergency Services Training (3 cr.)
Examines the basic and advanced functions and responsibilities of the fire or emergency services training manager. Specific leadership challenges covered include determining and selecting training needs, selecting and developing training personnel, developing and managing a training budget, and marketing training to internal and external customers. (Prerequisite FSC 2010) (This course replaces FSC 3430: Principles of Fire Behavior)

FSC 3210 Online Course Fire Dynamics (3 cr.)
This course addresses advanced concepts of fire behavior and combustion. Assignments and discussions will focus on real-world applications and principles of fire dynamics and chemistry. (Prerequisite FSC 2010) (This course replaces FSC 3430: Principles of Fire Behavior.) (The FESHE Course Code Equivalent for this course is C257)

FSC 3302 Online Course Fire Investigation and Analysis (3 cr.)
This course examines the technical, investigation, legal, and social aspects of the fire investigation process. It includes principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, intervention, and mitigation strategies. (Prerequisite FSC 2010) (This course replaces FSC 4618: Incendiary Fire Analysis and Investigation.) (The FESHE Course Code Equivalent for this course is C285)

FSC 3345 Online Course Introduction to Fire Prevention (3 cr.)
This course addresses the fundamentals and latest information on fire prevention practices and procedures. It addresses both the public and organizational responsibilities for fire safety and prevention.

FSC 3410 Online Course Fire Protection Structures and Systems (3 cr.)
This course examines the underlying principles involved in structure fire protection systems, building furnishing, and fire protection systems including water-based fire suppression systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems. (Prerequisite FSC 2010) (This course replaces FSC 3460: Fire Protection Systems.) (The FESHE Course Code Equivalent for this course is C295)

FSC 3440 Online Course Building Construction for Fire Protection (3 cr.)
Examines the overview of building construction, building types, designs of structures, and a knowledge of building construction in relation to firefighting. (Prerequisite FSC 2010)

FSC 3470 Online Course Fire Protection Hydraulics and Water Supply (3 cr.)
Fire Protection Hydraulics and Water Supply support a foundation of theoretical knowledge to understand the use of water in fire protection. Students will learn to apply hydraulic principles to analyze and solve water supply problems. (Prerequisite FSC 2010)

FSC 3480 Online Course Fire Department Safety Officer (3 cr.)
Explores the laws, regulations, and standards that affect safe operations and employee safety. In addition, this course examines the employer's responsibility to provide a safe and healthy work environment and to improve the overall operations of the department by reducing risk to personnel and limiting or decreasing liability. (Prerequisite FSC 2010)

FSC 3510 Online Course Political and Legal Foundations of Fire Protection (3 cr.)
Examines the legal aspects of fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, and the political process with regard to the fire service.

(Prerequisite FSC 2010) (This course replaces FSC 4401: Legal Aspects of Fire Protection.) (The FESHE Course Code Equivalent for this course is C258)

FSC 3601 Online Course Fire Prevention Organization and Management (3 cr.)
Examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, planning, various types of influences and strategies. (Prerequisites: FSC 2010, FSC 3345) (The FESHE Course Code Equivalent for this course is C264)

FSC 3610 Online Course Fire Related Human Behavior (3 cr.)
This course presents a study of human behavior in fire and other emergencies. Students will examine current and past research on human behavior, system models, life safety education, and building design, to determine interactions of these areas in emergency situations. Students will develop an understanding of best practices in building a life safety system as one that combines knowledge in the areas of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in an emergency. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C263)

FSC 4001 Online Course Diversity in the Fire Service (1 cr.)
Provides background information, current diversity situations, and future trends involving diversity. The roles of officers, controversial opinions, and types of diversity are explored. Students have the opportunity to evaluate their department and how diversity may assist more in accomplishing its mission.

FSC 4002 Online Course Back to Basics: A Refresher of Fire Fighting Strategies for Company Officers (1 cr.) This course is designed to reinforce the basic knowledge and skills from basic firefighter training while requiring the student to reference advanced knowledge and skills. This course challenges the student to reference and use the experiences gained from a basic firefighter to present.

FSC 4110 Online Course Advanced Principles in Fire and Emergency Services Safety and Survival (3 cr.)
Examines Line of Duty Death (LODD) and injury data. Students review in depth the 16 Firefighter Life Safety Initiatives that have been adopted to ensure that everyone goes home. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C280)

FSC 4210 Online Course Analytical Approaches to Public Fire Protection (3 cr.)
Examines the tools and techniques of rational decision-making in fire and emergency services agencies, including collection, statistics, probability, decision analysis, utility modeling, resource allocation, and cost-benefit analysis. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C265)

FSC 4310 Online Course Disaster Planning and Control (3 cr.)
This course examines Line of Duty Death (LODD) and injury data. Students review in depth the 16 Firefighter Line Safety Initiatives that have been adopted to ensure that everyone goes home. Assignments, activities, and discussions focus on the need for cultural and behavioral change throughout the emergency services. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C296).

FSC 4432 Online Course Fire Prevention and Code Enforcement (3 cr.)
Focuses on the comprehensive fire prevention program through inspection, and code enforcement utilizing model building, standards and codes, including detailed information on the legal, economic, and political aspects of the fire inspection process, as well as plans review and public education initiatives. (Prerequisite FSC 2010)

FSC 4400 Online Course Strategic Organization Practices in Fire and Emergency Services Organizations (3 cr.) This course will address how fire and emergency services personnel can recognize and use individual and group strengths to work as a unit to conquer challenges and accomplish the mission. Emphasis will be placed on improving organizational efficiency and effectiveness. Interpersonal dynamics, personalities, organizational culture, behaviors, emerging trends, and organizational mission will be greatly emphasized during the course. Learning activities will allow the student to address issues and matters within his/her organization as well as issues and matters involving the international fire and emergency services profession. (Prerequisite FSC 2010)

FSC 4510 Online Course Personnel Management for the Fire and Emergency Services (3 cr.)
Examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C266)

FSC 4610 Online Course Fire and Emergency Services Administration (3 cr.)
This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges, and the need for change using specific management tools for analyzing and solving problems. (Prerequisite FSC 2010) (This course replaces FSC 3501: Advanced Fire Administration.) (The FESHE Course Code Equivalent for this course is C271)

FSC 4631 Online Course Advanced Principles of Fireground Strategies and Tactics (3 cr.)
This course provides a management-oriented focus that progresses from pre-incident preparation to systematically managing the incident. The course helps the student to understand and apply the concepts involved in the development and deployment of an on-scene strategic or tactical plan. Discussion and assignments will reference nationally accepted standards to understand and employ the techniques needed to be successful and effective on the fireground. (Prerequisite FSC 2010)

FSC 4710 Online Course Applications of Fire Research (3 cr.)
Examines the basic principles of research and methodology for analyzing current fire-related research. The course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire-related research. (Prerequisite FSC 2010) (The FESHE Course Code Equivalent for this course is C260).

FSC 4753 Online Course Terrorism Incident Management and Emergency Procedures (3 cr.)
Analyzes the techniques, tactics, and procedures of terrorist groups and the emerging trends in terrorism. Examines response planning, management, and procedures for responding to terrorist incidents, to include examining vulnerabilities of industrial facilities and infrastructure systems to cyberattacks. (Prerequisite FSC 2010)

Geography

GEO 201 World Geography (3 cr.)
This course is a general survey of world geography with an exploration of political, physical, and cultural geographic themes. Students will learn about the global community, basic geographical forms, climate, and how to use maps effectively in both historical and geographical research and argumentation (Direct study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

GEO 320 / POL 320 Modern Global Issues (3 cr.)
This course is a broad study of the current global issues of political, economic, cultural, and environmental significance that face the United States and the world. Special attention will be given to understanding geographical significance of those issues. (Direct study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

Health Care Management

HCM 1301 Online Course Basic Medical Terminology (3 cr.)
This course will provide students with fundamental skills in understanding how to use prefixes, suffixes, and root words to develop medical terms. Students will become familiar with the spelling and definition of common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities.

HCM 3002 Online Course Introduction to Health Care Management (3cr.)
This course provides an introduction to the field of modern health care management through a systematic analysis of the important areas of concern for the healthcare manager. Topics covered include the planning process and how planning is used in healthcare administration; the organizing process and job design; supporting and implementing decisions; building the quality of clinical service; and providing human resources and plant services.

HCM 3100 Online Course Reimbursement Methods in Healthcare (3 cr.)
This course focuses on payment systems, including those for inpatient and ambulatory care settings, as well as those for psychiatric, hospice, and home health services. Topics include reimbursement and case mix management, revenue cycles, coding compliance requirements, charge-master maintenance, auditing processes, types of insurance, payment systems (e.g., prospective), and various Diagnosis Related Groups. (Prerequisite: HCM 3002)

HCM 3303 Online Course Health Informatics Principles & Practice (3 cr.)
This course provides an overview of health information management, HIM principles, policies and procedures including health data content, collection, quality, registries, access, and retention. This course examines the use of technology in warehousing and mining health care data, communicating health care data, and safeguarding health care data, electronic health records and personal health records. The benefits and challenges of health care information systems as well as the future of health information management systems are discussed. (Prerequisite: HCM 3002)

HCM 3304 Online Course Principles of Epidemiology (3 cr.)
Examines the genetic and environmental determinants and distribution patterns of disease among human populations. Methods for developing and testing approaches for disease prevention and control are also discussed. (Prerequisites: HCM 1301, HCM 3002)

HCM 3305 Online Course Community Health (3 cr.)
This course provides practical guidance in the areas of community health, health education, and health promotion. This course will also cover information about the design, development, and evaluation of health programs in the community. Consideration will be given to racial, ethnic, socioeconomic, political, and residential patterns of health and the impact that each has on community health. Prerequisites: HCM 1301, HCM 3002)

HCM 3801 Online Course Issues and Trends in Health Care (3 cr.)
This course provides an overview of the nature of the health care system, factors influencing the distribution of health care, mainstream and alternative health manpower, the social distribution and meaning of illness in the United States. Topics including bioethical issues, and contemporary issues such as bioterrorism, human genome project, rising prescription drug costs, and urbanization, social stress, and mental illness are covered. (Prerequisites: HCM 1301, HCM 3002)

HCM 4053 Online Course Financial Management of Health Care Organizations (3 cr.)
Introduces key aspects of financial management for today's healthcare organizations, addressing diverse factors that impact the provision of medical services in our dynamic and competitive environment. Students will gain knowledge and skills in the various types of healthcare budgeting and financial reporting, applying these skills through practical case scenarios and problem-solving activities. (Prerequisite HCM 3002).

HCM 4201 Online Course Health Care Law
This course provides background and legal principles for problems concerning our health care delivery system. Focuses on professional regulation and the managed care and hospital certification programs that impact professional practice. Designed to prepare clinical and administrative healthcare personnel for the challenges of understanding today’s important issues— from handling patient records and avoiding malpractice to abortion, AIDS, and the right to die. (Prerequisite: HCM 3002)

HCM 4303 Online Course Comparative Health Systems (3 cr.)
This course examines the structure of the major health care systems in the United States in a comparative analysis with other countries, focusing on financing, reimbursement, delivery systems, and adoption of new technologies. Students will study the relative roles of private sector and public sector insurance and providers, and the effect of system design on cost, quality, efficiency, access to primary and specialty care, and equity of medical services. (Prerequisites: HCM 3002 and HCM 3801)

HCM 4304 Online Course Project Management for Healthcare Professionals (3 cr.) This course teaches students the principles of project management, reengineering, and work redesign. Students will focus on developing strategies necessary to initiate, plan, implement, and disseminate the results of a health science project. (Prerequisite: HCM 3002)

HCM 4305 Online Course Long-Term Care Management (3 cr.)
Reviews the wide variety of health care facilities and services outside the hospital environment, along with the management of organizations that deliver health care services such as nursing homes, assisted living facilities, adult day care, home health, housing, and wellness. Introduces ethical and quality of care issues in LTC, the role of technology in LTC, and marketing and leadership responsibilities. Examines current and future trends of long-term care management. (Prerequisites: HCM 3002 and HCM 3801)

HCM 4307 Online Course Health Care Quality Management (3 cr.)
This course examines the history of the quality movement in the United States as adapted by leading healthcare organizations. Methods of assessing quality and techniques for process improvement are discussed, as well as opportunities for preventing adverse events. Lean, Six Sigma, Constraints Theory, and other key approaches to quality improvement are reviewed with an emphasis on developing, executing, and reporting the findings of common projects in healthcare. (Prerequisite: HCM 3002)

HCM 4308 Online Course Research Methods for Health Professionals (3 cr.)
This course focuses on basic concepts of statistics such as measures of central tendency and variability; concepts of test validity, reliability, and objectivity; and basic techniques used in inferential statistics. This course will also examine the basic components required for designing, conducting, and interpreting health-related research. Topics discussed include research design, methodologies, observational studies, experimental and quasi-experimental design, inherent biases, ethical considerations, use of primary and secondary data, statistical techniques and software programs utilized to analyze and interpret data, and common formats used to report the findings. (Prerequisites: HCM 1301 and HCM 3002)

HCM 4320 Online Course Development and Strategic Planning in Healthcare (3 cr.)
Development and Strategic Planning in Health Care is an integrated capstone course which promotes understanding of the dynamics of strategic planning for medical organizations of all kinds. Students will cultivate skills in environmental assessment, diagnose organizational problems, identify opportunities for improvement, formulate and select strategic alternatives, and create strategic management action plans for effective implementation. Emphasized is the importance of leadership for effective strategic planning in health care organizations. (Prerequisite: HCM 3002)

HCM 4400 Online Course Risk Management in Healthcare (3 cr.)
This course introduces the concepts of healthcare risk management and will focus on identifying real and potential risks in healthcare settings. This course will also explore patient rights issues that give rise to common risk management concerns. (Prerequisites: HCM 3002 and HCM 4201)

History

HIS 110 Ancient World (3 cr.)
A survey of global societies including Europe, Asia, and Africa from the origins of civilization to the fall of the Western Roman Empire (3500 BC- 500 AD) Emphasis will be placed on the development of civilizations, the causes of civilizational growth and collapse, development, interactions and conflicts of religions and cultures, and how the debates and structures of the past can inform modern dilemmas. (Fall)

HIS 120 Medieval World (3 cr.)
A survey of global societies including Europe, Asia, Africa, and the Americas which existed in the thousand years between the ancient and early modern eras (c. AD 500-1500). Emphasis will be placed on the interaction of cultures, social structures, modes of warfare, and religions. Key development causes of civilizational growth and decline and the origin of modern institutions will be explored. (Spring)

HIS 161 Modern World (3 cr.)
A survey of global societies including Europe, Asia, Africa, and the Americas from the Renaissance to the beginning of the 20th Century (c.1500-1900). Particular focus will be given to the transition from medieval to modern society, the rise of democratic societies, the changing relations between the individual and society, and the relationship between ideas and society. (Fall)

HIS 171 Contemporary World (3 cr.)
A survey of global history in the 20th and 21st centuries (1900-present). Particular focus will be given to the process and impact of modernization, the rise of new political ideologies and global societies, and the relationship between ideas and conflict. (Spring)

HIS 201 U.S. History to 1877 (3 cr.)
A survey of social, political, economic, religious, and cultural institutions from pre-Columbian America through the Reconstruction. (Fall/Spring)

HIS 202 U.S. History since 1877 (3 cr.)
A survey of the social, political, cultural, and economic developments in the United States with special attention given to the emergence of the United States as a world power. (Spring)

HIS 210 Methods of History (3 cr.)
An introduction to the field of history with an overview of historical theory and methods. Students will learn how to analyze primary and secondary sources, incorporate historiography into their research and writing, and utilize the Chicago Manual of Style. Assessment will be based on the research, writing, and presentation of a conference-style paper. This course is designed to enhance student effectiveness in subsequent upper-division history courses and thesis writing. Students are expected to take this course during their sophomore year. (Prerequisite: HIS 161, HIS 171, HIS 201, HIS 202, or with permission of the instructor.) (Spring)

HIS220 Introduction to Public History (3cr.)
An introduction to the history, theory, methods, approaches, and practices of public history with an overview of potential careers. The focus of public history is to encourage and help the general public to understand and interact with history in a wide variety of non-classroom settings. Topics for Introduction to Public History will include museums, archives, historical sites, parks, monuments, and historic preservation. (Prerequisite: HIS 161, HIS 171, HIS 201, HIS 202, or with permission of the instructor.) (Offered every other Spring Semester)

HIS230 Local History (3cr.)
An examination of the history of Iowa, with special emphasis on north-central Iowa and Forest City, with relation to the history of the United States and the world based on locally available sources and resources.

HIS 300 History of the Midwest
A regional study of the Midwest with primary coverage of Iowa and some coverage of surrounding states and cities such as Chicago. This course begins with the Indigenous peoples around 1800 and continues to the present. Techniques in regional and local history will be investigated. Offered every second fall semester in odd years. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 310 Ancient Greece (3 cr.)
This course covers the political, social, economic, and cultural history of ancient Greece from the Bronze Age to the Roman conquest (2100-146 BC). Emphasis is placed on the development of the Polis and democratic societies, interaction and conflict with others, and the development of Greek philosophy, education, literature, art and culture. (Directed study will be offered through the department)
(Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 315 / REL 315 Early Church History (3 cr.)
This course covers the history of the early church from the missionary work of Paul of Tarsus to Martin Luther. Focus is given to the development of the institution and structure of the Church, placing ancient and medieval Christianity in historical context, analyzing the relationship between the Church and society, and exploring the major issues and debates within the Church in the pre-Reformation period. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 320 Roman Republic and Empire (3 cr.)
This course covers Roman political, social, economic, and cultural history from the founding of Rome to the fall of the Roman Empire (756 BC-476 AD). Emphasis will be placed on political and social structures, the

role and influence of warfare in Roman society, the creation of Roman identity, and the causes of the expansion and decline of the Republic and Empire. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 322 / ENG 322 The Anglo-Saxons and Vikings (3 cr.)
A study of Anglo-Saxon and Scandinavian civilizations from the Roman Conquest of Britain to the conversion of Scandinavia (100 - 1100 AD). Emphasis is placed on their political, social, and religious development, literary and cultural traditions, their interaction with others, and the relevance of these historical societies. The history and historical portrayals of Anglo-Saxons and Vikings will be explored through traditional and non-traditional historical sources as well as the literature and poetry of these societies. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 327 Medieval England (3 cr.)
Traces the major political, social, and administrative changes from the Norman Conquest in 1066 to the Battle of Bosworth in 1485. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 328 Tudor England (3 cr.)
Traces the major political, social, military, educational, and cultural changes in England during the Tudor and Stuart dynasties (1485-1688 AD) that mark the transition from medieval to modern society. Emphasis will be placed on administrative innovation, religious and political change, the development of trade and the early capitalist economy, the development and impact of print culture, intellectual and scientific advancements, and the creation of a distinct national identity. Historical analyses, primary texts, and the literary works of Shakespeare will be used to investigate the historical era from multiple historiographical perspectives. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 329 British Empire (3 cr.)
A study of the British Empire from the Glorious Revolution in 1688 to WWII. Emphasis will be placed on the development of the fiscal-military state, maritime trade, and colonial governments, the emergence and expansion of imperialism, technological and intellectual developments, and the effects of the spread of British culture globally. The short and long-term effects of British expansion and interaction will be explored through both British and non-British sources. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 334 / ENG 334 Magic, Monsters, and Heroes of the Middle Ages (3 cr.)
A study of Medieval society through the exploration of medieval literature and its historical background. Specific texts will be used to emphasize a study of medieval depictions of magic, monsters, and heroes in Medieval Europe. This emphasis will be used to explore unique Medieval worldviews, the values of Medieval society, and how Medieval society distinguished between the natural and supernatural. Other themes such as religious belief, social structures, gender roles, warfare, social issues, daily life, reactions to crisis, and leadership will also be explored through a combination of in-depth reading of primary texts and instruction on literary works and their historical background. Through a combination of literary analysis, independent research, and classroom instruction students will gain a greater understanding of Medieval Europe, its distinct historical periods and cultures, and how literature can be used to explore historical societies. (Directed study will be offered through the department) (Prerequisite: (ENG/HON 106 and ENG/HON 107) or (ENG 120 and ENG 121) or with permission from the course instructor)

HIS 335 Medieval Europe (3 cr.)
A study of Medieval Europe from the fall of the Western Roman Empire to the eve of the Reformation. Emphases will be placed on the development of medieval culture, the rise of the Christian Church and nation-states, the interaction of technology and social structures, and the foundations of modern education and

traditions. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 336 / REL 336 Introduction to the Muslim World (3 cr.)
This course includes an overview of Islam from the life of Muhammad to the present, including an introduction to the foundations of Islam: Muhammad, the Qur'an, the sources of Islamic faith, different forms of Islamic religious practice, and the development of Islamic societies. Focus will be given to the impact of Islam on historical and modern societies, cross-cultural interaction and conflict, cultural traditions and developments, and the roots of contemporary conflicts. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 340 Modern Germany (3 cr.)
A study of Modern Germany from 1871 to the present with an emphasis on the political, economic, social, cultural, intellectual, and military achievements as well as its challenges for itself and the world during the Second Reich, Weimar Republic, Third Reich, and Bundesrepublik. Offered every second Fall Semester in even years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 345 Early Modern Europe (3 cr.)
A study of European development from the Conquest of Grenada to the conclusion of the Napoleonic Wars (1492-1815). Emphasis will be placed on the rise of individualism, the growth of new political, religious, and scientific ideas and their interaction with society, and the development of structures that led to global European empires. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 350 / REL 350 Christianities in the Modern World (3 cr.)
Religion has changed in many important ways in the past 500 years. Since the Reformation ushered in the modern world in Europe, Christianity has developed and splintered into many vibrant and at times competing communities. Throughout this time, Christians have encountered ever-changing philosophical schools, political movements, scientific paradigms, artistic achievements, and popular cultures. This course examines the ways that Christianity in all of its variety has developed into the modern religious communities we see around us today. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 355 Modern Africa
A study of African history since the early 19th century with a concentration on the impact of European imperialism and the rise of New Africa after independence. Emphases will include an examination of imperialism, nationalism, socialism, and ethnic rivalry. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 360 Modern Latin America (3 cr.)
A study of Latin American history since independence, including an examination of the Caudillo era, the rise of Marxism, the challenge of democracy, and American intervention. Offered every third year in the Spring Semester (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 365 History of Science (3 cr.)
This course will cover the history of scientific advancement from the ancient world to contemporary society. Emphasis will be placed on Mathematics, Astronomy, Physics, Biology, Chemistry, and Medicine, exploring their development and application to society, analyzing their interaction with society, deriving connections between these sciences and other disciplines, determining causes of change and innovation, and discussing ethical issues related to these sciences. This exploration will help students better understand the role of science in society, the connections between science and other aspects of history and society, historical patterns, and human nature. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 405 Colonial and Revolutionary America (3 cr.)
A study of the origins and expansion of colonial America in the 17th and 18th centuries, as well as an examination of the American Revolution, early confederation, and constitutional conventions. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 417 American Civil War (3 cr.)
Traces the main political, social, and military events in American history from the war with Mexico in 18461847 through the crises of the 1850s culminating in the Civil War from 1861-1865. Offered every second Spring Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/HON
107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 418 / POL 418 Modern American Presidency (3 cr.)
A study of the chief executive of the United States from McKinley to the present, with a special emphasis on the evolution of the office due to the social factors and individuals who shaped it. The course will examine the impact of presidents on government structures through their domestic and foreign policies.
Offered during the Fall Semester of presidential election years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 420 Contemporary America (3 cr.)
A study of American history since 1945, with emphases on the Cold War, the rise of technology and mass culture, and the crescendo and crises of the late 20th and early 21st centuries. Offered every third year in the Fall Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 450 The History of Warfare (3 cr.)
A study of the history of warfare from the ancient world to modern conflicts. The course will focus on the philosophies of warfare in different societies and periods, the historical analysis of warfare, the influence of technology on warfare, the evolution of tactics and strategies over time and their effects, the causes and outcomes of major historical conflicts, the psychological and social effects of combat, and the influence of warfare on the social, cultural, political and intellectual development of civilization. Critical analysis of warfare will also be related to non-warfare aspects of society and the development of personal leadership skills. Questions such as the inevitability of war, unintended consequences of conflict, and the mutability of human nature will also be explored. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 460 The Great War (3 cr.)
This course covers the main political, economic, and military causes and developments of the Great War, 1914-1918. A study of the political and diplomatic tensions as well as the imperial and nationalist rivalries at the turn of the century and continues through the war to the Peace of Versailles. American or European emphases will be dependent on the instructor. Offered every second Spring Semester in odd years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)(The course was taught out for the last time in the Fall of 2022)

HIS 461 American Women's History (3 cr.)
A survey of American women's history from before European contact to the present, with a special emphasis on women's evolving experiences of work and family. Offered every third year in the Fall Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 462 / POL 462 FDR: Depression and War (3 cr.)
A survey of the major events in American history during the era of Franklin E. Roosevelt. Emphasis will be on the Great Depression, the New Deal, and WWII. The course will include an examination of the political, social, military, and economic changes that made this era a turning point in American history. (Directed study

will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 463 African American History (3 cr.)
A survey of African American history from the trans-Atlantic slave trade to the present, with a special emphasis on the black struggle for freedom. Offered every third year in the Spring Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 464 American Environmental History (3 cr.)
A survey of American environmental history from before European contact to the present, with a special emphasis on the relationship between economic development and environmental vitality. Offered every third year in the Spring Semester. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

HIS 465 World War II (3 cr.)
This course covers the main political, economic, and military causes and developments of World War II, 1939-1945. It begins with the failure of Versailles and the rise of fascism and continues through the war to the atomic age and the beginning of the Cold War. Offered every second Spring Semester in even years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor) (The course was taught out for the last time in the Fall of 2022)

HIS 467 / POL 467 U.S. Foreign Policy (3 cr.)
This course traces the evolution of the U.S. foreign policy and its required government institutions from the Revolution to its present role as a world leader. Politics and diplomacy are combined with a focus on the social and economic issues that inevitably become intertwined. Offered every second Fall Semester in odd years. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 468 / POL 468 The World Wars (3 cr.)
This course will cover the history of the two World Wars. Students will utilize several different mediums to investigate the history of the two World Wars including traditional history books, literature, podcasts, and films. Through individual investigation and presentations, students will explore and share lesser-known stories, experiences, and events that nonetheless impacted the course and outcomes of the two World Wars. Students will explore the historical environments and causes of both conflicts, the major events of each war, as well as the short-term and long-term effects of each. The focus will be given to exploring individual experiences of the conflict, its global impact and influence, the growth of science and technology influenced by the conflict, the ideological systems that caused and were created by each conflict, and the political, cultural, economic, environmental, and technological reshaping of societies as a result of the conflicts. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor) (This is a replacement course for HIS460 The Great War and HIS465 World War II which were taught out in 2022)

HIS 470 / ENG 470 The Vietnam War (3 cr.)
This class centers on the American involvement in Southeast Asia from 1965 to 1972 through the disciplines of history and English. It also covers to a lesser degree the French colonial experience in Indochina and the history of the united Vietnam after reunification in 1975. As an interdisciplinary course, the focus is not only on the historical narrative but on the literature of the period as well from American, South Vietnamese, and North Vietnamese sources. Film, music, and direct recollections of the US Vietnam veterans are used in the course. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 471 / ENG 471 From the Beats to the Beatles (3 cr.)
This interdisciplinary course will examine American counterculture, political activism, and post-modern literature after 1945. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 475 History Special Topics (3 cr.)
Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline. Offered occasionally as determined by the department. (Prerequisite: ENG/HON 106/107 or ENG 120/121 or with permission from the course instructor)

HIS 499 History Seminar (1 cr.)
Seminars will cover announced topics and can be taken as a stand-alone course or in conjunction with a lecture course on a similar topic. Seminars may be organized in either a reading or research format with the former requiring a formal annotated bibliography and the latter requiring an advanced research paper. Historiography and theory will be emphasized in either format. History majors are required to complete three seminars for graduation. Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline. May be repeated with different topics. (Prerequisite: HIS 210)

HIS 495 History Internship (6 cr.)
Internships are designed to give students practical experience by placing them in a professional setting related to their major and professional interests such as, but not exclusive to, a museum, archive, historical site, government office, legal office, or business. A written request for an internship including a description of the setting and type of work to be done by the intern must be approved by a majority of the Department's full-time faculty prior to registering for HIS 495. Internships will be supervised by an on-site facilitator as well as the student's major advisor. A minimum of 25 clock hours of supervised work is required for each hour of credit. At the end of the internship, the student shall submit a written report on their experience to their advisor for approval and to the department for review. (Prerequisites: Completion of HIS 210 Methods of History and at least 21 credits in the History Major)

HIS 496 Senior History Thesis Research (3 cr.)
History seniors who do not complete an internship or student teaching are required to submit a senior thesis which is supervised through the History Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over the span of the senior year, with the student conducting guided research during the fall semester of the senior year. The project's progress must be approved by the full department. (Prerequisites: Senior status and completion of HIS 210)

HIS 497 Senior History Thesis (3 cr.)
History seniors who do not complete an internship or student teaching are required to submit a senior thesis, which is supervised through the History Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over the span of the senior year, with the student producing a finished research paper during the spring semester of the senior year. The final paper must be completed and approved by the full department. (Prerequisite: Satisfactory completion of HIS 496)

HIS 498 History Seminar (3 cr.)
Seminars will cover announced topics and can be taken as a stand-alone course or in conjunction with a lecture course on a similar topic. Seminars may be organized in either a reading or research format with the former requiring a formal annotated bibliography and the latter requiring an advanced research paper. Historiography and theory will be emphasized in either format. History majors are required to complete three seminars for graduation. Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline. May be repeated with different topics. (Prerequisite: HIS 210)

HIS 1100 Online Course Ancient World (3 cr.)
A survey of global societies including Europe, Asia, and Africa from the origins of civilization to the fall of the Roman Empire (3500 BC – 500 AD) Emphasis will be placed on the development of civilizations, the causes of civilizational growth and collapse, development, interactions and conflicts of religions and cultures, and how the debates and structures of the past can inform modern dilemmas.

HIS 1110 Online Course American History I (3 cr.)
By the end of this course, you will understand the major political, social, economic, and cultural developments in American history, from first contact through Reconstruction. Furthermore, you will be able to trace the evolving relationship between various minority groups and America's dominant white male culture.

HIS 1120 Online Course American History II (3 cr.)
The United States is a pluralistic place where diverse characters pursue their own distinctive visions of The American Dream side by side. But those Dreams often conflict with one another. Americans form a nation of so many voices that people rarely understand one another. Our plot this semester will be peopled by a motley crew: Joseph, Muir, Du Bois, Addams, Long, Carson, Carmichael, Chavez, Falwell. These names may not mean anything to you now, but they will form a familiar cast of characters by the time the final exam rolls around. Each posited a unique vision of The American Dream; each spoke with a distinctive voice. These figures represent the subject of our inquiry: the United States since 1877.

HIS 1200 Online Course Medieval World (3 cr.)
A survey of global societies including Europe, Asia, Africa, and the Americas which existed in the thousand years between the ancient and early modern eras (AD 500-1500). Emphasis will be placed on the development and interaction of cultures, social structures, modes of warfare, and religions. Key development causes of civilizational and growth and decline and the origin of modern institutions will be explored.

HIS 1610 Online Course Modern World (3 cr.)
A survey of global societies including Europe, Asia, Africa, and the Americas from the Renaissance to the beginning of the 20th Century (1500-1900). Particular focus will be given to the transition from medieval to modern society, the rise of democratic societies, the changing relations between the individual and society, and the relationship between ideas and society.

HIS 1710 Online Course Contemporary World (3 cr.)
A survey of global history in the 20th and 21st centuries with emphases on the legacy of the world wars, the Cold War, and the rise of the post-colonial Third World.

HIS 3050 Online Course Ancient Egyptian Civilization (3cr.)
This course will examine history, literature, religion, culture, and achievements of Ancient Egyptian Civilization. Students will gain a general knowledge of the Ancient Egyptian world and its people across several major periods of its history through guided lectures and independent examination of texts and resources. Various types of resource will be used to explore the complexity of Egyptian civilization, historical patterns, how our understanding of Egypt has developed and changed over time, and the influence of Ancient Egypt in the modern world.

HIS 3630 Online Course African American History (3 cr.)
A survey of African American history from the trans-Atlantic slave trade to the present, with a special emphasis on the black struggle for freedom.

Honors College

HON 106 / ENG 106 Honors: Composition I (3 cr.)
This honors-level course in academic literacy focuses on writing, critical thinking, and active reading.

Students develop their abilities to analyze texts, synthesize ideas, and advance arguments in writing. Reading to write is emphasized with a curriculum focused on Ancient Greece. (Open to students accepted into the Honors College Program) (Fall)

HON 107 / ENG 107 Honors Composition and Literature II (3 cr.)
This course focuses on the critical reading of literary texts through a study of a complex topic such as the French Revolution or American Slavery. Class discussion and writing projects provide opportunities for analysis, synthesis, and interpretation of the texts as students develop increasing academic literacy. (Open to students in the Honors College Program) (Prerequisites: (ENG 106 or ENG 120) and ENG 121) (Spring)

HON 200 Honors Philosophy (3 cr.)
This team-taught seminar explores the process of disciplinary thinking. Each unit examines a person or an idea that has impacted how we consider what it means to be human. Emphasis is placed on critical thinking skills as evidenced in both oral and written contributions. (Strongly advised for all Honors College students; required for potential Waldorf Scholars. Non-honors students may take the course with the permission of the Director of the Honors College.) (May be used for REL200+ Core Elective) (Prerequisites: ENG/HON 107 or ENG 121) (Fall)

HON 250 / REL 205H Contemporary Ethical Issues (3 cr.)
A study of contemporary ethical issues beginning with the human predicament and an examination of classic methods of moral reasoning. Christian contributions to the moral conversation are examined and applied to real-life moral issues as well. The purpose of the class is for students to examine and become more intentional in their moral reasoning. (Prerequisites: HON 106, HON 107, REL 103 and PHL 111)

HON 279 Honors Colloquium I (1 cr.)
A course designed to foster critical thinking, in-depth analysis, and communication skills through reading, discussion, and writing about a single topic. The course is offered every semester with a variety of interesting topics. This course may be repeated. (Prerequisite: Cumulative GPA of 3.00 or permission of the Honors College Director)

HON 289 Honors Colloquium II (1 cr.)
A course designed to apply the critical thinking skills from the honors curriculum to service-learning opportunities on campus or in the community. The class will select a campus or community issue and interact with constituent groups to resolve the issue. (Prerequisite: Cumulative GPA of 3.00 or permission of the Honors College Director)

HON 399 Honors World Trip (1 cr.)
This course is designed to prepare students for an overseas travel experience. Students will study the history, art, and culture of the destinations before travel. (Prerequisite: Actively making progress towards completing the Honors Curriculum and a CGPA of 3.50 and permission of the Honors College Director) (Spring semester with In-Progress (IP) grade into May) (Alternating years, coordinating with Communications Department)

HON 499 Honors Thesis (1 cr.)
The topic for the honors thesis must be approved by the honors director and the thesis advisor. Students may choose to work in any discipline. The thesis will involve extensive research which will result in a written work that is appropriate for presentation at Inquirere, the university's undergraduate academic conference. (Every Fall and Spring)

Homeland Security

HLS 2050 Online Course Introduction to Terrorism (3 cr.)
Examines the various types of terrorism and known terrorist groups deemed to be a probable threat against the citizens of the United States, and explores various techniques and resources designed to counterterrorist threats in the United States.

HLS 3000 Online Course American Homeland Security (3 cr.)
Explores the terms and definitions that apply specifically to Homeland Security as well as the recognition and utilization of national resources and political interaction. Evaluates all related elements of homeland security as well as terrorist organizations and the motivations behind each. Analyzes the variety of career paths in homeland security.

HLS 3010 Online Course Homeland Security and Cyber Threats (3 cr.)
This course introduces students to the myriad of emerging cybersecurity threats in both public and private sectors and their impacts on homeland security.

HLS 3020 Online Course Domestic Terrorism and Homegrown Violent Extremists (HVEs) (3 cr.) Domestic Terrorism and Homegrown Violent Extremists (HVEs) examines historical and current trends of domestic terrorist groups and homegrown violent extremists (HVEs). This course also analyzes the ideological and motivational objectives of domestic terrorism as well as the role of the local, state, and federal law enforcement and homeland security stakeholders play in combating this threat.

HLS 3030 Online Course Radicalization (3 cr.)
Examines the process of radicalization and the role it plays in violent extremism and homegrown terrorism. This course analyzes psychological, sociological, and religious concepts and ideologies as well as discusses case studies and profiles of radicalized individuals and groups.

HLS 3040 Online Course Maritime, Border and Transportation Security (3 cr.)
Explores Examines the critical issues of maritime, border, and transportation security as well as the challenges that each present in a post-9/11 world. Analyzes programs that are designed to detect, deter, respond, and recover from disruptions caused by man-made and natural disasters.

HLS 3050 Online Course Terrorism Response Operations (3 cr.)
Examines various tactical response options with emphasis on pre-incident preparedness, mitigation actions, and use of protocols within the National Incident Management System (NIMS) framework.

HLS 3304 Online Course Ethical and Legal Issues in Homeland Security (3 cr.)
Survey of American constitutional and national security law, homeland security legislation, and judicial opinions. Examination of conduct codes, ethical decision-making, ethical leadership, and moral courage.

HLS 3305 Online Course Disaster Planning and Management (3 cr.)
This course examines the actions needed and the personnel involved in disaster planning, preparedness, response, and recovery with specific reference to terrorism incidents.

HLS 3306 Online Course Homeland Security Technology (3 cr.)
Contrasts various Homeland Security Technology options with emphasis on prevention, protection, mitigation, interdiction/ intervention, inspection, detection, and response technologies as they relate to domestic homeland security and first responders' operations.

HLS 3500 Online Course Weapons of Mass Destruction (3 cr.)
The course provides an overview of a broad range of topics concerning the use of weapons of mass destruction (WMD), including nuclear, chemical, and biological weapons, development, and terrorist use.

The course content is structured to discuss the threat of WMD due to terrorism and rogue states' development of WMD. The goal of the course is to inform the background history and technical concerns as well as how to deal with these concerns in the future.

HLS 4302 Online Course Preparedness and Response Partners (3 cr.)
Examines the diversity of homeland security partners, their capabilities, strengths, and improvement areas in terms of collaborative preparedness and response (Prerequisites: HLS 2050, HLS 3000, HLS 3050, and HLS 3305)

HLS 4303 Online Course Critical Infrastructure Protection (3 cr.)
This course will provide students an opportunity to assess what programs are in place and their adequacy to protect information systems and technology. This assessment will include industry standards (such as ISO 27001), governmental efforts (such as the National Infrastructure Protection Plan), and interrelationships of information systems and technology to other types of critical infrastructure (such as municipal services, finance, banking, power, etc.). By looking at current best practices students will determine these programs effectiveness and what future measures may need to be developed. Students will gain hands-on exercises with implementing network policies, access protection, virtualization, and network protocols.

HLS 4320 Online Course Homeland Security Capstone (3 cr.)
Students will demonstrate integrative knowledge and comprehension of the concepts they have learned by completing each of the previous HLS-required core courses. Students will develop a final project based on a real-world problem in homeland security by applying the knowledge and tools learned throughout the course and the homeland security program. Prerequisites: HLS 2050, HLS 3000, HLS 3050, HLS 3305, HLS 3500, and HLS 3304)

Health Promotion and Exercise Science

HPE 170 / PED 170 First Aid/CPR/AED for Workplace, Schools and Community (1 cr.)
American Red Cross course providing training in CPR, AED use, and first aid procedures qualifying the student for American Red Cross certification. Certification is effective for two (2) year only. Recertification, if needed, is the responsibility of the student. (Course Fee $45)

HPE 200 Theory of Strength and Conditioning (3 cr.)
This course will examine the advanced study of resistance training and anaerobic conditioning. The programs studied will have an emphasis on hypertrophy, strength, and power. Topics may include bioenergetics, biomechanics, and adaptations to training.

HPE 207 Principles of Nutrition (3 cr.)
Introductory course designed to familiarize students with the biochemical processes of digestion, absorption, and metabolism, as well as the contributions of various nutrients to the health of individuals at various ages; appropriate for pre-health professionals.

HPE 212 Stress Management (2 cr.)
This course is designed to introduce students to the causes, effects, and potential solutions to stress and stress-related problems. In addition to class discussion, stress management activities will be incorporated into each class period including deep breathing, progressive muscular relaxation, massage, visualization, guided imagery, meditation, yoga, autogenics, and pet therapy.

HPE 221 / PED 221 Personal and Community Health (3 cr.)
A course which presents principles and practices of personal health and seeks to develop attitudes and habits necessary for healthful living.

HPE 230 / PED 230 History and Principles of Sport, Physical Education and Fitness (3 cr.)
An overview of the history of sport, physical education, and fitness. Special attention will be given to the rise and development, as well as the historical significance, of American sport and its impact on the sporting world. The course examines concepts, theories, and research as tools that will enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and historical heritage. Sport is examined as a bridge for countries separated by political strife. The course also investigates the philosophical relationship of sport to society.

HPE 251 / PED 251 Theory, Psychology, and Ethics of Coaching (2 cr.)
An introduction to the psychological, ethical, and strategical aspects of coaching interscholastic sports. Special emphasis on the coaching theories and strategies of football, volleyball, and basketball. Two hours of lecture per week plus five additional hours of lab work (assisting, observing, practicing, game settings) during the semester. (Applies toward coaching authorization)

HPE 271A / PED 271A Coaching Anatomy (1 cr.)
The structure and function of the human body with special emphasis given to the muscular, skeletal, and nervous systems. Sophomore status preferred. (BIO 155 or BIO 120 is helpful but not required) (Applies toward coaching authorization)

HPE 272 / PED 272 Treatment of Athletic Injuries (2 cr.)
Practical training in the care and prevention of athletic injuries. Laboratory components include various taping techniques (ankle, wrist, thumbs), elastic bandaging, ice, and ice massage. (Course Fee $65) (Applies toward coaching authorization)

HPE 295 Health Sciences Research (3 cr.)
This course is designed to help the student develop the knowledge and skills necessary to understand the principles of scientific inquiry, research methods, evaluation of published research, and statistical methods that relate to the design and analysis of research in the health sciences.

HPE 310 Health Promotion and Education (3 cr.)
Students will learn how to research, access, and create health education materials and programs. Various aspects of marketing and motivational techniques will be studied in the context of a variety of health promotion settings.

HPE 320 Nutrition for Sport and Fitness (3 cr.)
This course provides an advanced look at nutrition as it relates to the special needs of athletes and fitness participants and includes the exploration of current issues such as weight loss, weight gain, current diet trends, performance enhancement, ergogenic aids, sport-specific eating plans, and botanical medicine. (Prerequisite: HPE 207)

HPE 350 Concepts of Exercise Physiology (4 cr.)
Students will learn advanced physiological concepts as they relate to exercise. Topics will include, but are not limited to, energy, metabolism, oxygen consumption, adaptation to exercise, response to exercise, and exercise prescription. (Requirement: concurrent enrollment in HPE 365. Prerequisites: PED 271 or BIO 350 and HPE 390)

HPE 365 Fitness Measurement and Exercise Prescription (3 cr.)
Students will learn how to administer basic fitness tests including body composition, sub-maximal exercise tests, anaerobic power tests, flexibility, and manual muscle testing. (Requirement: concurrent enrollment in HPE 350. Prerequisites: PED 271 or BIO 350, and HPE 390)

HPE 390 Kinesiology (3 cr.)
The study of human movement in the context of exercise; will include basic anatomy, biomechanics, and spatial analysis. (Prerequisites: BIO 155 or BIO 120 and PED 271 or BIO 350)

HPE 404 Strength and Conditioning I (3 cr.)
This course examines the concepts and applications of the scientific principles of strength and conditioning as it applies to exercise technique, testing, and evaluation for resistance training and conditioning. Various exercises such as Olympic lifts, plyometrics, speed, and agility drills will be incorporated. Concepts and applications will be based upon the highly physically active and athletic team(s). (Prerequisite: HPE 200 recommended)

HPE 406 Strength and Conditioning II (3 cr.)
This course examines advanced knowledge in resistance training program design and implementation with an emphasis on physiological and biomechanical concepts. This course will focus primarily on the application of scientific methods involved in prescribing exercise and conditioning programs for various athletic populations. This course will incorporate the concepts of program design and periodization to assist students in the design of a scientifically based exercise prescription. (Prerequisite: HPE 200 and HPE 404 recommended)

HPE 408 Strength and Conditioning Practicum (3 cr.)
This course is designed for students to observe strength and conditioning principles put into practice by a strength and conditioning specialist. Students will be expected to practice, demonstrate, refine, and apply the competencies of strength and conditioning professionals based on the concepts of the highly physically active and athletic team(s). (Prerequisite: HPE 404. HPE 200 and HPE 406 are recommended)

HPE 415 Fitness Program Administration (3 cr.)
Development of specific fitness programs for real-life clients with a variety of goals including general health improvement, disease prevention, weight loss, weight gain, and sport participation through the use of aerobic training, resistance training, and stress management. (Prerequisites: PSY 111 and PSY 144, PED 271 or BIO 350, HPE 350, HPE 365, and HPE 390)

HPE 420 Programming with Special Populations (3 cr.)
A variety of programming topics in exercise science and health promotion will be presented in the context of special populations including children, older adults, persons with disabilities, minority groups, sexual minorities, and those diagnosed with diseases such as heart disease, asthma, and diabetes. (Requirement: must be taken in senior year)

HPE 490 Senior Health Promotion & Exercise Science Seminar (3 cr.)
Application of practical health promotion and exercise science information to a variety of populations. Students will utilize many different types of resources to present and discuss current and controversial topics. (Requirement: must be taken in final year)

HPE 495 Health Promotion & Exercise Science Internship (4 cr.)
Students will participate in at least one internship experience in which they will perform voluntary or paid services in the health promotion or exercise science setting of their choice. (Prerequisites: HPE 310, HPE 350, HPE 365)

Humanities

HUM 100 Warrior Seminar (3 cr.)
This course is designed to help students develop university-level skills for academic success by focusing on life skills, holistic wellness, strategies for academic success, and connecting with Waldorf University.

HUM 110 Freshman Seminar (1 cr.)
This team-taught (Faculty and Student Services) first-year course required of all new first-year students explores the transition of the first-year student to the new university setting. The material covered is designed to equip new students with the knowledge and skills to help them have a successful academic and social first year at the university. Understanding learning styles, reflecting on social decision-making, exploring community/campus resources and a first-year reading and discussion will all be part of this fun and interactive class. (Course being taught-out Spring 2025)

HUM 120 Artistic Expression (3 cr.)
This course examines the functions and forms of the fine and performing arts. Included in this course are requirements to attend gallery exhibits, concert events, and theatre productions.

HUM 300 Investigations in the Humanities/What Does it Mean to be Human? (3 cr.) In this course, students study different answers to (and ways of asking) a basic question: What does it mean to be human? The course focuses on up to six (6) different points in time and places on the map; these may vary from semester to semester. Some of the ways to unpack the course questions are as follows: What is Justice? How is mortality experienced? What is the relationship between humans and their gods or God? What are the rights, privileges, or responsibilities of human beings? What are the values that guide human choices? What do humans consider beautiful or ugly, melodious or cacophonous? The course focuses on specific artifacts (e.g., texts, artwork, music) from those six (6) periods, taking the time to analyze the artifact and the people who produced it. Discussion of some artifacts may be guided by guest lecturers who are scholars/artists in relevant fields. (Prerequisites:
(Prerequisite: (ENG 106 / HON 106 and ENG 107 / HON 107) or ENG 120 and ENG 121; PHL 111 and HUM 120)

HUM 1000 Online Course Warrior Seminar (3 cr.)
This course is designed to help students develop university-level skills for academic success by focusing on life skills, holistic wellness, strategies for academic success, and connecting with Waldorf University.

HUM 1020 Online Course Critical Thinking (3 cr.)
Introduces the art of devising ways to improve the quality of learning and life by systemically improving the thinking that underlies them. (Teachout 2023) (Course number change to PHL 1110)

HUM 2350x Online Course Lessons for Life (3 cr.)
This course introduces the processes by which people apply the knowledge and skills necessary to manage emotions, set positive goals, and extend empathy to others, all while maintaining healthy relationships.

HUM 2360x Online Course Lessons for Life II (3 cr.)
This course provides knowledge and skills important in maintaining healthy relationships in diverse environments by considering skills such as perseverance, activism, kindness, empathy, and selfmotivation as positive lessons for life.

HUM 2450 Online Course Fostering Diversity and Inclusion (3 cr.)
This course provides knowledge and skills that are necessary to foster diversity and inclusion in various settings. Strategies to cultivate inclusive and positive interactions across diverse groups will be utilized to promote healthy relationships.

Mathematics

MTH 100 Basic College Mathematics (4 cr.)
Introduction to mathematics, whole numbers, fractions, decimals, percent, ratio and proportion, and applications of arithmetic. Algebra: operations on polynomials, factoring and fractions, equations and inequalities, graphing, exponents and radicals, quadratic equations, and concepts in geometry and applications. (Prerequisite: Admission by placement exam or consent of the instructor or University Registrar)

MTH 101 General Education Mathematics (4 cr.)
Designed primarily for the student who does not plan to specialize in mathematics or related science. This course emphasizes fundamental concepts and applications of mathematics along with formal techniques. Topics discussed will be number bases and real numbers, intermediate algebra, geometry and right triangle trigonometry, probability and statistics, and sets. (Prerequisite: One year of elementary algebra)

MTH 102 Liberal Arts Mathematics (4 cr.)
Designed primarily for students who have a sufficient background in Algebra. This course is suitable for inclusion in a program of study for elementary education math students. Survey of applications of mathematics to real-world problems. Topics are from graph theory, management science, political science, statistics, and computer science. (Prerequisite: Math ACT score of 20, Math SAT score of 530, passing score on math placement exam or MTH 101)

MTH 103 College Algebra & Trigonometry (5 cr.)
For those who have a good background but not a working knowledge of algebra and trigonometry. Topics include basic algebraic operations, inequalities, functions and their representation, polynomial functions, exponential and logarithmic functions, trigonometric functions and applications, algebra of vectors, and analytic geometry of the plane. (Prerequisite: Three years of high school mathematics including Algebra I and Algebra II)

MTH 110 Quantitative Methods (4 cr.)
Special attention is given to applications in business and the social sciences. Topics include matrix algebra, linear programming, mathematics of finance, basic concepts of probability, and Markov Chains with applications. (Prerequisite: Algebra I and Algebra II or MTH 101)

MTH 201 Elementary Statistics (4 cr.)
An introduction to statistical methods, including organization of data, graphical representation of data, measures of location and dispersion, elementary probability, theoretical frequency distribution, sampling, estimation, hypothesis testing, correlation, regression, and analysis of variance. This course is of particular interest to students majoring in business, education, social, and biological sciences. (Prerequisites: Algebra I and Algebra II or MTH 101)

MTH 203 Calculus I (4 cr.)
This course is for those who have a sufficient background in algebra and trigonometry. Topics include functions, continuity and limits, derivatives of algebraic and trigonometric functions, applications of derivatives, and the definite integral and applications. (Prerequisite: four years of high school mathematics or MTH 103)

MTH 204 Calculus II (4 cr.)
Extension of concepts of limit, derivative, and integral to include log and exponential functions with applications. Techniques of integration, improper integrals, “L’Hospital’s” rule, infinite series, numerical integration, and polar forms. (Prerequisite: MTH 203)

MTH 300 Discrete Mathematics (4 cr.)
An introduction to discrete structures. Material covered will include sets, propositions, proofs, functions and relations, equivalence relations, quantifiers, Boolean algebras, and graphs. (Prerequisite: MTH 204 or taken concurrently)

MTH 330 Linear Algebra (4 cr.)
An introduction to the theory and applications of linear algebra. Topics include vector spaces, matrices, linear transformations, determinants, eigenvalue and eigenvectors, and inner product spaces. (Prerequisite: MTH 300)

MTH 340 Classical and Modern Geometry (4 cr.)
Selected topics from logical systems and basic laws of reasoning, foundations of Euclidean geometry, finite geometries, geometric loci, transformations, inversion, and non-Euclidean geometry to include hyperbolic plane geometry, projective geometry, affine geometry, and computer geometry. (Prerequisite: MTH 300)

MTH 1010 Online Course General Education Mathematics (3 cr.)
Designed primarily for the online student who does not plan to specialize in mathematics or related science. The course emphasizes the fundamental concept of mathematics along with formal techniques. Topics discussed will be number bases, real numbers, intermediate algebra, geometry, right-angle trigonometry, and sets. Hardware Required: TI-83 or TI-84 calculator (Prerequisite: One year of elementary algebra. Note: This course is not suitable for inclusion in an Education licensure program at Waldorf University.)

MTH 2000 Online Course Managerial Mathematics (3 cr.)
Overview of topics in finite mathematics together with their applications for the analysis involving real-life situations. All operations can be performed by hand, but a TI-83 or TI-84 calculator is highly recommended. Hardware Required: TI-83 or TI-84 calculator. (Note: This course is not suitable for inclusion in an Education licensure program at Waldorf University.)

MTH 2023 Online Course Elementary Statistics (3 cr.)
Elementary Statistics provides the basic principles and issues relevant to the understanding of data sources and research. Students gain an overview of the basic concepts of statistics by exploring the world of descriptive statistics, probability, and inferential statistics. Hardware Required: TI-83 or TI-84 calculator. (Note: This course is not suitable for inclusion in an Education licensure program at Waldorf University.)

Music: Applied Music Studies

Music Ensembles

MSA 100C	**Waldorf Choir**	**(0.5 cr.)**
MSA 100D	**Percussion Ensemble**	**(0.5 cr.)**
MSA 100J	**Jazz Ensemble**	**(0.5 cr.)**
MSA 100SC	**Schola Cantorum** (Audition required – must be dual enrolled in MSA100C)	**(0.5 cr.)**
MSA 100W	**Waldorf Wind Symphony**	**(0.5 cr.)**

MSA 110 Functional Piano (1 cr.)
This course is designed for the beginning piano student who is not pursuing a music major, music minor, or a music endorsement but who simply wants to learn piano and has limited or no prior piano experience. It provides a comprehensive approach to functional musicianship at the keyboard including varied repertoire, theory, technique, sight-reading, harmonization, and ensembles.

MSA 113 Class Voice (1 cr.)
This course, designed for the non-music major, provides an introduction to the art of singing. Aimed at the beginning student, the course will cover singing technique and vocal literature. In class performance is required.

MSA 115 Piano Skills I (1 cr.)
This course is designed for music majors or those seeking a music endorsement with limited or no keyboard experience and who are preparing for the Piano Proficiency exam. Primary emphasis is placed on the execution of functional keyboard skills through repertoire, technique, sight-reading, transposing, harmonizing, and development of theoretical comprehension with secondary emphasis on ensemble performance.

MSA 116 Piano Skills II (1 cr.)
This course is designed as a continuation of Piano Skills I.. (Prerequisite: MSA 115) Primary emphasis is placed on the execution of functional keyboard skills, including scales and chords, sightreading, transposing, harmonization, repertoire study, accompanying, and the development of theoretical comprehension with secondary emphasis on ensemble performance.

MSA 140 Functional Guitar (1 cr.)
This course, designed for the non-music major, provides an introduction to playing guitar. Aimed at the beginning student, the course will cover functional musicianship as applicable to the guitar, including repertoire, technique, harmonization, sight reading, and improvisation. In class performance is required.

MSA Lessons (varies by lesson)
Applied lessons can be taken at the non-major or the music major level. Lessons are designated with the MSA heading and the area of study by a one-letter or two-letter suffix as follows:

- **Alto Saxophone (AS)**
- **Clarinet (C)**
- **Euphonium (EP)**
- **Flute (F)**
- **French Horn (FH)**
- **Guitar (G)**
- **Harpsichord (H)**
- **Organ (O)**
- **Percussion (D)**
- **Piano (P)**
- **Strings (S)**
- **Trombone (TB)**
- **Trumpet (T)**
- **Tuba (TU)**
- **Voice (V)**

Lessons
MSA 171 and MSA 172 designate lessons for non-music majors and MSA 180s through MSA 480s designates lessons for music majors. Availability of applied studies with Waldorf University faculty members is limited. Music majors and minors are given priority, then those fulfilling scholarship obligations, followed by those who are members of Waldorf performing ensembles. Registration for lessons requires payment of a fee as outlined in the Music Department Handbook and the Waldorf University Catalog. Once lessons have commenced, the fee is non-refundable.

Non-Major Lessons

MSA 171 Lesson (30 minutes) (1 cr.)
Applied study at the non-major level involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly rehearsals with a collaborative accompanist. Individualized goals are established with the instructor of record. (Can be repeated for credit; Fee Required)

MSA172 Lesson (60 minutes) (2 cr.)
Applied study at the non-major level involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly rehearsals with a collaborative accompanist. Individualized goals are established with the instructor of record. (Permission from instructor required; Can be repeated for credit; Fee Required)

Music Major Lessons (First and Second Years)

MSA 181 First Year, First Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, the first year, the first semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with the collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 182 First Year, Second Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, first year, second semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 183 First Year, First Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, first year, first semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Intended for performance majors. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 184 First Year, Second Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, first year, second semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Intended for performance majors. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 215 Piano Skills III (1 cr.)
This course is designed as a continuation of Piano Skills II and as preparation for the Piano Proficiency exam. (Prerequisite: MSA 115 and 116) Primary emphasis is placed on the execution of functional keyboard skills, including scales, chords, and arpeggios; sightreading, harmonizing and transposing melodies; open-score reading, accompanying, and intermediate-level repertoire study.

MSA 216 Piano Skills IV (1 cr.)
This course is designed as a continuation of Piano Skills III and as a final step or preparation before taking the Piano Proficiency exam. (Prerequisite: MSA 115, 116, and 215) Course content includes

harmonization, transposition, open-score reading, sightreading, technique (including scales, chords, and arpeggios), and intermediate to late-intermediate repertoire studies.

MSA 225 Collaborative Piano (2 cr.)
Study of the art of collaborating on the piano with singers, choirs, and instrumentalists. Emphasis on sightreading, open score reading, ensemble work, and piano techniques applicable to accompanying.

MSA 281 Second Year, First Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, second year, the first semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 282 Second Year, Second Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, second year, second semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with an instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 283 Second Year, First Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, second year, first semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 284 Second Year, Second Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, second year, second semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required) Recitals (Director of Music Programs approval required; Fees Required)

Half Recitals

MSA 313	**Half Recital, Voice**	**(1 cr.)**
MSA 314	**Half Recital, Piano**	**(1 cr.)**
MSA 315	**Half Recital, Organ**	**(1 cr.)**
MSA 316	**Half Recital, Instrumental**	**(1 cr.)**

Music Major Lessons (Third Year)

MSA 381 Third Year, First Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, the third year, the first semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 382 Third Year, Second Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, third year, second semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 383 Third Year, First Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, third year, first semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Intended for performance and music education majors preparing recitals. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 384 Third Year, Second Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, the third year, the second semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Intended for performance and music education majors preparing recitals. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required) Recitals (Director of Music Programs approval required; Fees Required)

Full Recitals (Requires Music Department Chair Approval (Fees Required)

MSA 413	**Full Recital, Voice**	**(2 cr.)**
MSA 414	**Full Recital, Piano**	**(2 cr.)**
MSA 415	**Full Recital, Organ**	**(2 cr.)**
MSA 416	**Full Recital, Instrumental**	**(2 cr.)**

Music Major Lessons (Fourth Year)

MSA 481 Fourth Year, First Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, fourth year, first semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 482 Fourth Year, Second Semester Lesson (30 minutes) (1 cr.)
Applied study at the music major level, fourth year, second semester involves weekly, 30-minute lessons with the instructor of record. Additionally, vocal students receive weekly, quarter-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 483 Fourth Year, First Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, fourth year, first semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

MSA 484 Fourth Year, Second Semester Lesson (60 minutes) (2 cr.)
Applied study at the music major level, fourth year, second semester involves weekly, 60-minute lessons with the instructor of record. Additionally, vocal students receive weekly, half-hour rehearsal with a collaborative accompanist. Individualized goals are established with the instructor in areas of tone & technique, intonation & diction, musicianship, accuracy, and overall performance. (Permission of the instructor required; Fee Required)

Music Education

MUE 341 Methods of General Music in the Public Schools, K-12 (4 cr.)
A course designed for the music specialist who will be teaching and supervising in elementary, middle, and senior high school. Various school music methods are studied including Orff and Kodaly. Special emphasis is given to the National Standards developed by MENC. Grade-level achievement and goals in the development of the child are examined. Teaching skills are developed in a laboratory teaching environment. The course will include assessment and testing. Includes twenty (20) hours of participatory clinical experience in a pre-student teaching clinical experience. Must be fully accepted to the Teacher Education Program. (Prerequisites: EDU 201, EDU 202; MUS 201, and MUS 204 or with permission from the course instructor) (Must be taken at Waldorf University) [PLO 3.A. Students will create multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.]

MUE 351 Methods of Musical Drama in the Schools (2 cr.)
This course is designed to introduce candidates to the materials and techniques necessary for directing the performance of musicals in a secondary school setting. In addition to classroom lectures and discussions, candidates will also observe rehearsals and performances of musicals in local area schools. Practical experience in musical drama production is provided through a separate two-hour credit course involving musicals sponsored by the Music Department. Offered only as needed. Must be fully accepted to the Teacher Education Program. (Must be taken at Waldorf University) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

MUE 360 through MUE 362
The following three (3) courses cover the study of teaching and performance techniques and methods in each of the three (3) categories of band instruments. Includes selection and care of instruments, basic literature, and rudimentary performance on instruments in each of the categories.

MUE 360 Percussion Skills (1 cr.)
Covers basic skills of snare drum, tympani, mallets, and auxiliary percussion.

MUE 361 Woodwind Skills (1 cr.)
Covers the basic skills of the single-reed, double-reed, and flute instruments.

MUE 362 Brass Skills (1 cr.) Covers basic skills of trumpet, horn, euphonium, trombone, and tuba playing.

MUE 363 Vocal Skills (1 cr.)
Students will learn the fundamentals of singing techniques, basic elements of vocal pedagogy, strategies for selecting vocal repertoire selection for young singers, and will practice instructing basic singing skills.

MUE 441 Methods of Performance Ensembles in the Schools (3 cr.)
A comprehensive course in leading public school-sponsored choral and instrumental music programs, from late elementary through high school ensembles. Topics include repertoire selection, scheduling, budgeting,

recruitment, administrative considerations, rehearsal procedures and techniques, lesson design and assessment, concert programming, motivation, classroom management, and discussion of contemporary issues facing music education. Includes twenty (20) hours of participatory clinical experience in a pre-student teaching clinical experience. Must be fully accepted to the Teacher Education Program. (Prerequisites: EDU 201, EDU 202, MUS 202, MUS 204, MUS 215, and piano proficiency or with permission from the course instructor) (Must be taken at Waldorf University)

Music

MUS 101 Theory I (3 cr.)
Emphasis is placed on work in rhythms, major and minor scales, church modes, other scales, intervals and triads, and the construction of four-part chords. Original work involves the writing of melodies and rhythmic studies. Open to non-music majors. (Concurrent registration with MUS 103 and MSA 115 required for music majors.)

MUS 102 Theory II (3 cr.)
A continuation of MUS 101. Further work in chord construction and part-writing. Work includes the writing of original compositions, harmonization of figured bass lines, and the analysis of compositions. Nonharmonic tones, cadences, modulation, dominant seventh chords, and some musical forms are studied. Open to non-music majors. (Concurrent registration with MUS 104 and MSA 116 required for all music majors.) (Prerequisite: MUS 101)

MUS 103 Aural Skills I (1 cr.)
Students enrolled in this course will become proficient in dictation, rhythms, scales, identifying and writing intervals, identifying and writing various types of triads, and sight singing. (Concurrent registration with MUS 101 and MSA 115 required)

MUS 104 Aural Skills II (1 cr.)
A continuation of MUS 103. Further work is done in rhythmic, melodic, and harmonic dictation and sight singing with an emphasis on minor keys. (Concurrent registration with MUS 102 and MSA 116 required) (Prerequisite: MUS 103)

MUS 111A Diction for Singers I (0.5 cr.)
Study of English diction through song literature. Students will develop a working facility of the International Phonetic Alphabet as applied to the proper pronunciation of sung English. (Previously listed as MUS 150)

MUS 201 Theory III (3 cr.)
A continuation of MUS 102. The various seventh chords, other chromatically altered chords, and some musical forms are studied by means of written exercises, analysis, and the writing of compositions. (Concurrent registration with MUS 203 required) (Prerequisite: MUS 102)

MUS 202 Theory IV (3 cr.)
A continuation of MUS 201, this course includes the introductory study of counterpoint, musical forms, and twentieth-century devices and styles. (Concurrent registration with MUS 204 required) (Prerequisite: MUS 201)

MUS 203 Aural Skills III (1 cr.)
Continuation of MUS 104. Melodic and harmonic dictation, sight-singing, and study of the various seventh chords and chromatically altered chords make up the subject matter for this course. (Concurrent registration with MUS 201 required) (Prerequisite: MUS 104)

MUS 204 Aural Skills IV (1 cr.)
Continuation of MUS 203. (Concurrent registration with MUS 202 required) (Prerequisite: MUS 203)

MUS 215 Conductor's Workshop I (2 cr.)
The first class in the conducting sequence introduces the study and practice of techniques of conducting, including conducting patterns, methods of interpretation, rehearsal techniques, score study, and basic choral and instrumental tone building. (Prerequisite: MUS 101, MUS 102, and MUS 104 or with permission from the course instructor)

MUS 216 Arranging and Technology (1 cr.)
This course introduces and practices strategies for arranging (i.e.: transcription, transposing, accompaniment, descants, etc.) and associated technology to collaborate on musical ideas. (Sequenced to coincide with MUS 215; Prerequisites include MSA 215, MUS 201, and MUS 203.)

MUS 240 / PSY 240 Introduction to Music Therapy (3 cr.)
This course defines music therapy and introduces music as a therapeutic medium, a service, and a professional career across medical, mental health, and educational settings. Special attention is given to advocacy in related professionals.

MUS 211B Diction for Singers II (0.5 cr.)
Study of Italian diction through song literature. Students will develop a working facility of Italian pronunciation through continued study of the International Phonetic Alphabet. (Prerequisite: MUS 111A or MUS 150) (Previously known as MUS 250)

MUS 300 World Music (3 cr.)
Survey of "music" around the globe with respect to natural intersections of the experiences and aesthetics of music with socio-cultural processes, continuity, acculturation, and more. Exploration of theories in music anthropology and ethnomusicology aims to influence perspective, sensitivity, and critical inquiry. This course is open to non-music majors.

MUS 301 Music History: Medieval and Renaissance (3 cr.)
A musicological survey of Western music from antiquity to 1600. Non-music majors require permission from the instructor. (Prerequisites: MUS 101 and MUS 102)

MUS 302 Music History: Baroque and Classical (3 cr.)
A musicological survey of Western music from 1600–1827. Non-music majors require permission from the instructor. (Prerequisites: MUS 101 and MUS 102)

MUS 311A Diction for Singers III (0.5 cr.)
Study of German diction through song literature. Students will develop a working facility of German pronunciation through continued study of the International Phonetic Alphabet. (Prerequisite: MUS 111A or MUS 150 and MUS 211B or MUS 250)

MUS 315 Conductor's Workshop II: Choral Conducting and Arranging (2 cr.)
A continuation of MUS 215 Conductor's Workshop I, this course serves to develop advanced choral conducting techniques. Emphasis is placed on the development of clear, expressive conducting gesture, score preparation, rehearsal preparation, choral arranging, and active listening abilities. (Prerequisites: MUS 101, MUS 102, and MUS 215)

MUS 316 Conductor's Workshop III: Instrumental Conducting and Arranging (2 cr.)
A continuation of MUS 215 Conductor's Workshop I, this course serves to develop advanced instrumental conducting techniques. Emphasis is placed on the development of clear, expressive conducting gesture, score preparation, rehearsal preparation, choral arranging, and active listening abilities. (Prerequisites: MUS 101, MUS 102, and MUS 215)

MUS 318 Music History: Romantic and Contemporary (3 cr.)
A musicological survey of Western music from 1827 to the present. Non-music majors require permission from the instructor. (Music Major Prerequisites: MUS 101 and MUS 102) This course is open to non-music majors.

MUS 325 / THR 325 American Musical Theatre (3 cr.)
A study of American Musical Theatre from its beginnings to the present with a concentration on several significant works.

MUS 330 / REL 330 Music and Worship (3 cr.)
This course will examine the historic use of liturgy and music in Christian worship. Included will be a study of the evolving nature of worship among various denominations and the emergence of "contemporary worship."

MUS 331 Vocal Pedagogy (3 cr.)
This course is designed to prepare the future studio voice teacher and choral director for the teaching of healthy vocal techniques. Course content will include anatomy and physiology of the vocal mechanisms, beginning and intermediate instruction techniques, professional practice and organizations, and individual/group vocal instruction.

MUS 332 Piano Pedagogy (3 cr.)
This course is designed to provide students the information, tools, skills, and practical experience in effectively teaching piano.. Course content will include a survey of methods and other material, observations of other teachers/lessons, exploration of various resources and membership organizations, studio business best practices, and teaching strategies.

MUS 342 / HIS 342 History of Rock (3 cr.)
The study of the origins and innovators of rock-n-roll as they relate to the sociocultural, historical, and musical evolutions of today. This course is open to all majors.

MUS 382 Seminar: Choral Literature (1 cr.)
Introduces choral literature appropriate for the middle and high school levels to include those composed in the medieval through contemporary eras. Emphasis is placed on the appropriate selection of repertoire and development of repertoire research skills. Issues pertinent to the modern choral music education field are discussed. Sequenced to coincide with Conductor's Workshop II.

MUS 384 Seminar: Instrumental Ensemble Literature (1 cr.)
Introduces instrumental literature appropriate for the middle and high school levels to include those composed in the medieval through contemporary eras. Sequenced to coincide with Conductor's Workshop III.

MUS 420 Vocal Literature (2 cr.)
A survey of instructional, solo, and modern literature across major vocal classifications for vocalists preparing for a career in performance and/or pedagogy.

MUS 421 Piano Literature (2 cr.)
This course is a chronological in-depth study of piano literature from the 16th century to the present.

MUS 422 Instrumental Literature (2 cr.)
A survey of instructional, solo, and chamber literature for instrumentalists preparing for a career in performance and/or pedagogy.

MUS 434 Arts Management Internship (6 cr.)
A practical working experience in managing and/or working in an arts-related business.

MUS 1010 Online Course Introduction to Music Appreciation (3 cr.)
This course defines music therapy and introduces music as a therapeutic medium, a service, and a professional career across medical, mental health, and educational settings. Special attention is given to advocacy in related professionals.

Nursing

NUR 3010 Online Course Professional Concepts of Nursing (3 cr.)
This course introduces learners to the role of the baccalaureate-prepared nurse, beginning with the historical and theoretical perspectives of nursing as they relate to professional development. This includes the flow of information in health care and concepts of data, information, and the use of technology central to the future of nursing and health care. Learners will also spend time with an informatics nurse within a local agency observe their role and complete a journal about the experience. During this course, the learner will begin to develop a professional portfolio as a requirement for completion of the nursing program.

NUR 3020 Online Course Advanced Health Assessment (3 cr.)
This course focuses on the evidence-based practice of community health assessment. The approach for this course includes a thorough and comprehensive health examination presenting strategies for adapting questions and techniques to a more diverse population where communication and understanding may be limited. It is designed for the practicing RN and offers a comprehensive toolkit of organization and critical reasoning related to the health assessment process. Evidence and research are threads applied throughout the course.

NUR 4030 Online Course Leadership and Management Principles for Nurses (3 cr.)
This course focuses on the leadership roles and the management functions of professional nurses in a contemporary health care environment. Organizational, economic, regulatory, and interpersonal factors that impact nursing practice are explored. The administrative process is utilized as a framework to examine management and leadership concepts and principles such as planning, organizational analysis, conflict management, quality improvement, and fundamental fiscal issues, among others. The integration of management theory and the social responsibility of the nursing profession is emphasized.

NUR 4040 Online Course Population Based Nursing (3 cr.)
This course uses a community health nursing practice model that links nursing with core public health functions and essential community health services. Global, federal, state, and local public health priorities are examined to illustrate the nursing process for the care of communities and populations. The sciences providing the evidence base for community and public health assessment, interventions, and evaluation are integrated into the course. The historical, current, and future role of nurses, who care for populations by empowering individuals, families, and communities, is critically analyzed. Learners apply and evaluate evidence-based interventions in a variety of public and private clinical settings. Provides the learner with a frame of reference for examining health care issues related to vulnerability and vulnerable populations. The course content includes an overview of concepts, theories, and policies from agencies such as the World Health Organization and the U.S. Public Health Service, and an opportunity to design a model for other Learners in a community and service-learning environment.

NUR 4050 Online Course Faculty Guided Wellness Experience (3 cr.)
This course will provide the learner with tools to engage with underserved populations in a community wellness experience. The faculty-guided experience is designed with an emphasis on community engagement and wellness. The RN enrolled in this course is expected to self-select, plan, and provide an

opportunity for a designated population to improve their level of health awareness. Requisite: 8-week faculty-guided community wellness experience.

NUR 4060 Online Course Teaching in Health Care (3 cr.)
The course will focus on the identification and application of principles of adult teaching and learning within the healthcare environment, with an emphasis on teaching to a vulnerable population in a culturally diverse community. Content includes theories of learning, teaching strategies and methodologies, teaching resources, and evaluation of instruction as applied to the development of nursing systems in the nursing process. Learners will develop an in-depth teaching project that might be presented in a community or acute care agency.

NUR 4070 Online Course Evidence-Based Practice (3 cr.)
This course provides a pathway to the application of evidence-based practice (EBP), through the knowledge and use of the research process. The syllabus includes principles and methods of research for use in critiquing and collecting the evidence. Role expectations and resultant course content and learning strategies address the incorporation of research and perspectives into clinical practice through the development of an evidence-based proposal for possible implementation. Learners will use skills of inquiry and analysis to develop an individual or team proposal for change in practice in a community or acute healthcare environment.

NUR 4080 Online Course Legal and Ethical Issues (3 cr.)
Nurses will engage in ethical reasoning and actions to promote advocacy, collaboration, and social justice as socially responsible citizens. Introduces the nurse to concepts related to globalization and the care of individuals from diverse cultures and their understanding of health care practices. Provides an in-depth look at professional issues in contemporary nursing as well as the analysis of moral, legal, and ethical dilemmas experienced by healthcare providers. Selected court decisions will be discussed in such topic areas as nursing malpractice, patients' rights, informed consent, termination of treatment, and assisted suicide. Leadership strategies will address interrelationships between the disciplines, including ethical and legal issues facing the practitioner and ways to resolve issues using evidence-based standards.

NUR 4090 Online Course Nursing Capstone (3 cr.)
This capstone course is offered as a cornerstone of the RN to BSN program. The purpose of this course is to integrate and build on the student’s educational experiences and abilities to a broader understanding of contemporary issues in nursing and health care. Learners will integrate knowledge of nursing scholarship, research, leadership and management, and nursing theories to design, implement, and lead a project or advance their professional development to be used to improve patient outcomes.

Occupational Safety

OSH 3001 Online Course Fundamentals of Occupational Safety and Health (3 cr.) Overview of regulations and issues in the occupational safety and health profession. Examines the underlying cause mechanisms of health and safety hazards, along with record-keeping standards and analysis of injury and illness statistics.

OSH 3301 Online Course Fleet Safety (3 cr.)
A comprehensive study of motor fleet safety and instructional programs. Focus areas include accident prevention, security, job safety analysis, school BUS safety, shipping and storage of hazardous materials, driver selection and training, vehicle inspection, and considerations for a small fleet among others. (Prerequisite: OSH 3001)

OSH 3303 Online Course Workers' Compensation (3 cr.)
Examines the entire Workers' Compensation system and uses case studies to formulate risk management strategies. The overlap between Workers' Compensation, FMLA, and ADA requirements is discussed. (Prerequisite: OSH 3001)

OSH 3401 Online Course Construction Safety (3 cr.)
Exploration of the OSHA regulations and related safety practices governing the construction industry. Provides an analysis of the high incident/accident rates in the construction industry and how it contributed to the passage of the OSH Act in 1970. Presents practical examples of how to apply "on the job" construction safety and health programs and policies. (Prerequisite: OSH 3001)

OSH 3525 Online Course Legal Aspects of Safety and Health (3 cr.)
A comprehensive study of the Occupational Safety and Health (OSH) Act and the authority of the Occupational Safety and Health Administration (OSHA). Review of employer's legal responsibilities and proactive measures to ensure compliance with OSHA's General Duty Clause. (Prerequisite: OSH 3001)

OSH 3640 Online Course Interactions of Hazardous Materials (3 cr.)
A systematic analysis of how hazardous materials escalate an incident or emergency event. Examination of the basic fundamental concepts common to hazardous chemicals with an emphasis on how some key elements, compounds, and mixtures are inherently dangerous. Emphasis will be placed on how these chemicals are transported, what regulations are in place, and what steps may be needed for incident mitigation. (Prerequisite: OSH 3001)

OSH 3651 Online Course Total Environmental, Health, and Safety Management (3 cr.) A comprehensive study of the essential components needed when developing an effective safety management system. Examines the cultural aspects of integrating total safety management into all levels of an operation. (Prerequisites: OSH 3001 and OSH 3525)

OSH 3701 Online Course Industrial Ergonomics (3 cr.)
Review of the principles and practices of ergonomics as they apply to the industrial environment. Demonstrates how to collect data on users and operators and how to convert the data to good workplace design. (Prerequisites: OSH 3001, OSH 3525, OSH 3303, OSH 3401 and OSH 3651)

OSH 4010 Online Course Safety Supervisor (3 cr.)
Overview of the tools needed to understand and deal with the unique role and project management responsibilities of safety supervisors and safety project managers. Various sample forms as presented by the National Safety Council are included along with case study scenarios for student review and commentary. Prerequisite: OSH 3303, OSH 3401, OSH 3525, OSH 3001)

OSH 4208 Online Course Advanced Concepts in Occupational Safety and Health (3 cr.)
A comprehensive overview of the occupational safety and health field to include the application of quantitative problem-solving related to workplace safety and health. This course is also designed to be helpful for students in preparation for the ASP and CSP exams. (Prerequisites: OSH 3001, OSH 4301, OSH 4010, OSH 3525, and MTH 1010)

OSH 4301 Online Course Fundamentals of Industrial Hygiene (3 cr.)
Introduction to the basic concepts of industrial hygiene from a technical level. Focuses on the areas typically encompassed by industrial hygiene and highlights the importance of the industrial hygienist in protecting employee safety and health. (Prerequisite: OSH 3001)

OSH 4309 Online Course Lean Safety Management (3 cr.)
A look at safety management from the viewpoint of continual improvement using lean management techniques. Introduces techniques commonly utilized in quality management, such as Kaizen events, 5S, and Six Sigma techniques to safety and health management systems. (Prerequisites: OSH 3001, OSH 4010, and OSH 3651)

OSH 4410 Online Course Managerial Issues in Hazardous Materials (3 cr.)
This course examines and covers information that an incident commander might need for the effective management of a Hazardous Materials Incident. This includes but is not limited to, laws and regulations, NIMS, personnel management, asset management, and levels of training needed. Overall awareness, operations, technician level HAZWOPER, and the requirements on OSHA CFR 29. 1910.120 will be addressed in the course. This class is not meant to be the only training you receive for hazardous materials management but is to be built upon with continued education. (This course replaces FOS 3125: Hazardous Materials Management.) (The FESHE Course Code Equivalent for this course is C269) (Prerequisites: OSH 3001 and OSH 3640)

OSH 4520 Online Course Risk Management (3 cr.)
Examination of risk management principles in the context of safety and health management. Strategies and tactics for reducing workplace hazards are presented through a review of best practices and principles balanced by an organization's use of opportunistic and speculative risks. (Prerequisites: OSH 3001 and OSH 3525)

OSH 4601 Online Course Accident Investigation (3 cr.)
Study of integrating accident or near miss investigations as an effective, practical, and even profitable, management tool. Incorporates systematic, procedural, determinative, and corrective applications for investigative accident management. (Prerequisites: OSH 3001, OSH 3525, and OSH 3303)

Organizational Leadership

ORG 3451 Online Course Organizational Theory and Behavior (3 cr.)
A basic grounding in the principles of managing organizations and methods for improving management skills through knowledge of organizational behavior. Stresses the development of job-relevant skills and covers a wide range of behaviors. Areas of study can be applied to daily life.

ORG 3651 Online Course Leadership (3cr.)
Presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

ORG 3800 Online Course Leadership Across Generations (3 cr.)
Presents leadership strategies for multi-generational teams. Topics include the defining experiences of each generation in the workforce and how those defining experiences have shaped the generation's work style; individual versus generational differences; and leadership strategies for influencing group dynamics to embrace generational diversity.

ORG 4000 Online Course Organization Diversity and Inclusion (3 cr.)
The personal and organizational implications of increasing workforce diversity will be presented in this course. The aim is to explore the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. The course also examines the managerial implications of increasing cultural diversity in organizations, the orientations to diversity

adopted by organizations, the correlates of these approaches, and the possibilities for organizational change.

ORG 4040 Online Course Communication Skills for Leaders (3 cr.)
Review of the importance of professionalism in all types of communications. This course provides you with the opportunity to improve your abilities to communicate effectively, regardless of the medium or situation. Emphasis is placed on writing and presentation skills. You will also be given information that will enhance your understanding of factors contributing to group effectiveness to develop skills in working as a member of a group or project team.

ORG 4060 Online Course Team Building and Leadership (3 cr.)
Review of important issues relating to leadership. Analysis and discussion of leadership styles in both social and work situations and how to use this information when making business decisions within a team-based environment. Includes leadership communication styles, the power of leaders, situational leadership, creativity and leadership, teamwork, motivation, coaching skills, emotional intelligence, and the impact of leaders on organizational decision-making.

ORG 4080 Online Course Creative Thinking and Problem Solving (3 cr.)
Explore the process of creative thinking, as well as the barriers that may inhibit creative approaches. This course focuses on strategies for leveraging creative thinking in order to develop strategic innovations or to solve complex problems in organizations.

ORG 4160 Online Course Negotiation and Conflict Resolution (3 cr.)
Using case studies, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving labor and management practices. The structural dysfunction of organizations is explored.

ORG 4800 Online Course Leading Virtual Teams (3 cr.)
This course explores the role of virtual teams in today's global environment. Special emphasis is placed on identifying pitfalls that inhibit the effectiveness of virtual teams, as well as strategies for leading from a distance and creating an environment for cross-cultural collaboration.

Physical Education

Varsity Athletics (Men)

PED 100B	**Baseball**	**(0.5 cr.)**
PED 100BM1	**Basketball – V**	**(0.5 cr.)**
PED 100BM2	**Basketball – JV**	**(0.5 cr.)**
PED 100C	**Cheer**	**(0.5 cr.)**
PED 100E	**E-Sports**	**(0.5 cr.)**
PED 100F1	**Football – V**	**(0.5 cr.)**
PED 100F2	**Football – JV**	**(0.5 cr.)**
PED 100GM	**Golf**	**(0.5 cr.)**
PED 100WM	**Wrestling**	**(0.5 cr.)**
PED 100SM	**Soccer**	**(0.5 cr.)**
PED 100CM	**Cross Country**	**(0.5 cr.)**
PED 100LM	**Bowling**	**(0.5 cr.)**
PED 100H1	**Hockey – D1**	**(0.5 cr.)**
PED 100H2	**Hockey – D2**	**(0.5 cr.)**
PED 100TSM	**Trapshooting**	**(0.5 cr.)**
PED 100TM	**Track & Field (Indoor/Outdoor)**	**(0.5 cr.)**

Varsity Athletics (Women)

PED 100C	**Cheer**	**(0.5 cr.)**
PED 100BW1	**Basketball – V**	**(0.5 cr.)**
PED 100BW2	**Basketball – JV**	**(0.5 cr.)**
PED 100E	**E-Sports**	**(0.5 cr.)**
PED 100SB	**Softball**	**(0.5 cr.)**
PED 100V	**Volleyball**	**(0.5 cr.)**
PED 100SW	**Soccer**	**(0.5 cr.)**
PED 100GW	**Golf**	**(0.5 cr.)**
PED 100CW	**Cross Country**	**(0.5 cr.)**
PED 100LW	**Bowling**	**(0.5 cr.)**
PED 100WW	**Wrestling**	**(0.5 cr.)**
PED 100TSW	**Trapshooting**	**(0.5 cr.)**
PED 100TW	**Track & Field (Indoor/Outdoor)**	**(0.5 cr.)**

Physical Education Activities

All activities are taught in a coeducational seven (7) week format unless otherwise indicated on registration schedules.

PED 101	**Archery**	**(0.5 cr.)**
PED 102	**Badminton**	**(0.5 cr.)**
PED 103	**Bowling (Fees apply)**	**(0.5 cr.)**
PED104	**Kenpo Karate I**	**(0.5 cr.)**
PED 105	**Dance**	**(0.5 cr.)**
PED 106	**Aerobics**	**(0.5 cr.)**
PED 107	**Golf**	**(0.5 cr.)**
PED 108	**Racquetball**	**(0.5 cr.)**
PED 109	**Running**	**(0.5 cr.)**
PED 110	**Tennis**	**(0.5 cr.)**
PED 111	**Weightlifting**	**(0.5 cr.)**
PED 112	**Skiing**	**(0.5 cr.)**
PED 113	**Swimming**	**(0.5 cr.)**
PED 114	**Kenpo Karate II ****	**(0.5 cr.)**
PED 115	**Basketball**	**(0.5 cr.)**
PED 116	**Flag Football**	**(0.5 cr.)**
PED 117	**Soccer**	**(0.5 cr.)**
PED 118	**Volleyball**	**(0.5 cr.)**
PED 119	**Recreational Activities**	**(0.5 cr.)**
PED 120	**Exploring Fitness* (Injured or Students with Special Needs Only)**	**(0.5 cr.)**
PED 122	**Yoga I**	**(0.5 cr.)**
PED123	**Barre**	**(0.5 cr.)**
PED132	**Yoga II ****	**(0.5 cr.)**

*Needs-based documentation must be on file with the Waldorf Nurses Office.
**(Prerequisite required)

PED 170 / HPE 170 First Aid/CPR/AED for Workplace, Schools, and Community (1 cr.)
American Red Cross course providing training in CPR, AED use, and first aid procedures qualifying the student for American Red Cross certification. Certification is effective for two (2) years only. Recertification, if needed, is the responsibility of the student. (Course Fee $45)

PED 210 Physical Education for the Elementary School (3 cr.)
This course will emphasize the development of quality programs in the elementary school which include the psychomotor, cognitive, and affective domains. Candidates will visit quality physical education programs. Movement education will be a major theme of the class. (Prerequisite: PED 230 or concurrent enrollment) (Spring) [PLO 1.A. Students will design and implement developmentally appropriate and challenging learning experiences that take into consideration the diverse ways in which learners grow and develop.]

PED 221 / HPE 221 Personal and Community Health (3 cr.)
A course which presents principles and practices of personal health and seeks to develop attitudes and habits necessary for healthful living.

PED 230 / HPE 230 History and Principles of Sport, Physical Education and Fitness (3 cr.)
An overview of the history of sport, physical education, and fitness. Special attention will be given to the rise and development, as well as the historical significance, of American sport and its impact on the sporting world. The course examines concepts, theories, and research as tools that will enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and historical heritage. Sport is examined as a bridge country separated by political strife. The course also investigates the philosophical relationship of sport to society.

PED 243 / HPE 243 Team Game Skills (2 cr.)
Basic courses in developing motor skills, knowledge of rules, playing strategy, terminology, and participation in volleyball, basketball, soccer, speedball, field hockey, and touch football.

PED 244A / HPE 244A Individual and Dual Sports Skills (2 cr.)
Basic course in developing motor skills, knowledge of rules, playing strategy, terminology, and participation in badminton, tennis, archery, golf, conditioning, tumbling, and balance beam.

PED 251 Theory, Psychology, and Ethics of Coaching (2 cr.)
An introduction to the psychological, ethical, and strategical aspects of coaching interscholastic sports. Special emphasis on the coaching theories and strategies of football, volleyball, and basketball. Two hours of lecture per week plus five additional hours of lab work (assisting, observing, practicing, game settings) during the semester. (Applies toward coaching authorization)

PED 271 / HPE 271 Coaching Anatomy (1 cr.)
The structure and function of the human body with special emphasis given to the muscular, skeletal, and nervous systems. Sophomore status preferred. (BIO 105 or 120 is helpful but not required) (Applies toward coaching authorization)

PED 272 / HPE 272 Treatment of Athletic Injuries (2 cr.)
Practical training in the care and prevention of athletic injuries. Laboratory components include various taping techniques (ankle, Achilles, longitudinal arch, shin splits, knee, hamstring, quadriceps, shoulder, wrist, thumbs), elastic bandaging, ice, and ice massage. (Course Fee $85) (Applies toward coaching authorization)

PED 301 Curriculum and Administration of P.E. in K-12 Schools (3 cr.)
Candidates will learn techniques and procedures for K-12 Physical Education program management to include standards-referenced K-12 curriculum development and implementation, policies, programs, budgeting, supervision, and problems unique to physical education and athletics. (Prerequisites: PED 210 and PED 230) [PLO 3. C. Students will integrate instructional strategies that promote a deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

PED 310 / SPED 310 Adaptive Physical Education (2 cr.)
This course is a study of theories, principles, and methods for working with students with special needs in the physical education curriculum. The focus will be on background information on types of disabilities and activities that will address the individual needs of each student. Ten (10) hours of participatory clinical experience is required. (Prerequisites: PSY 144, PED 271 or BIO 155, and SPED 220) [PLO 1.B. Students will integrate their knowledge of individual and cultural differences as a means of creating inclusive learning environments for all learners to meet high standards.]

PED 343 Methods of Teaching Physical Education in Elementary Schools (3 cr.)
Candidates will learn methods and materials unique to K-8 Physical Education teaching. Planning for teaching and learning experiences based on elementary student learning needs is the focus of individual and team performance in various activities required. Candidates will develop organizational skills and time management skills. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in PED 344 is required. (Prerequisite: EDU 440) (Must be taken at Waldorf University) [PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

PED 344 Clinical Experience in Teaching Physical Education in Elementary Schools (1 cr.)
Candidates will gain instructional experience in an elementary classroom setting. Twenty (20) hours of participatory clinical experience in an elementary physical education classroom is required. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in PED 343 is required. (Must be taken at Waldorf University) [PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).]

PED 345 Methods of Teaching Physical Education and Health in Secondary Schools (3 cr.)
Candidates will learn methods and materials unique to 5-12 Physical Education and health teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus of individual and team performance in various activities required. Candidates will also develop organizational skills and time management skills. Must be fully accepted to the Teacher Education Program. Concurrent enrollment in PED 346 is required. (Prerequisite: EDU 440) (Must be taken at Waldorf University) [PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

PED 346 Clinical Experience in Teaching Physical Education and Health in Secondary Schools (1 cr.)
Candidates will gain instructional experience in a secondary classroom setting. Twenty (20) hours of participatory clinical experience in a secondary classroom is required. Must be accepted to the Teacher Education Program. Concurrent enrollment in PED 345 is required. (Must be taken at Waldorf University) [PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).]

Philosophy

PHL 111 Critical Thinking (3 cr.)
An interdisciplinary course, required for all freshmen, that begins instruction in critical inquiry in all disciplines. Through reading and writing assignments and class discussions, students are introduced to university-level critical thinking. Topics in the course are diverse and are approached from the perspectives of several disciplines. Students encounter open-ended questions that require them to use and develop their critical faculties.

PHL 271 Philosophical Ethics (3 cr.)
A study of the main philosophical or classical theories of morality. The course focuses on selected thinkers in the Western tradition and seeks to gain an understanding of their ideas by means of primary and secondary sources.

PHL 272 Introduction to Philosophy (3 cr.)
A study of the issues and thinkers shaping philosophy, with the main attention devoted to the Western tradition. The course includes a survey of the main schools or types of philosophy.

PHL 300 The Study of Human Nature (3 cr.)
A critical study of the principal issues, topics, conditions, and representative thinkers that have informed the philosophical discussion concerning the nature of the human person.

PHL 1110 Online Course Critical Thinking (3 cr.)
An interdisciplinary course, required for all freshmen, that begins instruction in critical inquiry in all disciplines. Through reading and writing assignments and class discussions, students are introduced to university-level critical thinking. Topics in the course are diverse and are approached from the perspectives of several disciplines. Students encounter open-ended questions that require them to use and develop their critical faculties (Replaced HUM 1010)

Physics

PHY 151 Physical Science (4 cr.) 3-2
Introductory course in physical science for non-science majors. Course content includes a discussion of basic concepts in physics, chemistry, astronomy, and meteorology. Recommended for those students wishing to fulfill a four-hour laboratory science requirement for a BA or BS degree. Three (3) lecture hours and two (2) hours of laboratory work each week are required. (Prerequisite: High school algebra or MTH 100) (Course Fee $85) (Fall and Spring)

PHY 221 General Physics I (4 cr.) 3-2
Course content includes vectors, motion, forces, momentum, heat, and energy. Three (3) lecture hours and two (2) hours of laboratory work each week are required. (Prerequisite: Concurrently enrolled in mathematics course or two years of high school math) (Course Fee $85) (Fall)

PHY 222 General Physics II (4 cr.) 3-2
Course content includes sound, light, optics, electricity, magnetism, and topics in modern physics. Three (3) lecture hours and two (2) hours of laboratory work each week are required. (Prerequisite: PHY 221) (Course Fee $85) (Spring)

PHY 231 Classical Physics I (5 cr.) 4-2
Course content includes vectors, motion, forces, momentum, heat, and energy. Calculus techniques will be used. Four (4) lecture hours and two (2) hours of laboratory work each week are required. Some of the lectures may be used for recitations. (Prerequisites: MTH 203 and MTH 204) (Course Fee $85) (Fall)

PHY 232 Classical Physics II (5 cr.) 4-2
Course content includes sound, light, optics, electricity, magnetism, and topics in modern physics. Calculus techniques will be used. Four (4) lecture hours and two (2) hours of laboratory work each week are required. Some of the lectures may be used for recitations. (Prerequisites: PHY 231, MTH 203 and MTH 204) (Course Fee $85) (Spring)

PHY 1010 Online Course Earth Science (3 cr.)
Study of the scientific principles that influence our planet, its rocks, mountains, atmosphere, and oceans.

PHY 2200 Online Course Explorations in Astronomy (3cr.)
Reviews the history and development of astronomical thought leading to the birth of modern astronomy and its most recent development.

Pillars Program

PIL 100 Pillars (.5 cr.)
The Pillars program is designed to provide students with a comprehensive educational experience that emphasizes personal growth, critical thinking, and practical skills development. The program is structured around four key pillars, each focusing on essential aspects of a well-rounded education. Covers the nature of the American federal system as it is structured under the American Constitution. See the program description in Academic Information for additional details.

Political Science

POL 112 American Government (3 cr.)
Covers the nature of the American federal system as it is structured under the American Constitution including the national, state, and local governments. It also studies the political processes through which our governmental system functions. Spring of even-numbered years.

POL 204 / COM 204 Introduction to Public Relations (3 cr.)
A general overview of public relations as a four-step process. Process application as it relates to case studies in media relations, internal communications, community relations, public affairs, and crisis communications. (Spring)

POL 210 Political Parties and Elections (3 cr.)
A foundational study of the major political parties of the United States and the electoral process at the local, state, and national levels. Coverage includes caucuses, primaries, conventions, platform building, lobbying, and campaigning, along with an investigation of the positions of current parties. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 300 / SPE 300 Argumentation and Debate (3 cr.)
This course is designed to improve critical thinking and argumentation skills. The student will learn to construct, apply, and rebut arguments through the discipline of academic debate. The student will develop the ability to apply these skills in a variety of communication situations (business, legal, personal.) The course also prepares the student to direct and manage or judge a high school debate team.

POL 320 / GEO 320 Modern Global Issues (3 cr.)
A broad study of the current global issues of political, economic, cultural, and environmental significance that face the United States and the world. Special attention will be given to understanding the geographic significance of those issues. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 330 Comparative Government (3 cr.)
A comparative study of foreign governmental systems in parallel or contrast to the American form of government with regard to their political and legal institutions and philosophies. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 462 / HIS 462 FDR: Depression and War (3 cr.)
A survey of the major events in American history during the era of Franklin D. Roosevelt. Emphasis will be on the Great Depression, the New Deal, and WWII. The course will include an examination of the political, social, military, and economic changes that made this era a turning point in American history. (Taught only via Directed study through the department) Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 410 American Law (3 cr.)
An advanced introduction to the American legal system with an in-depth exploration of the U.S. Constitution and the institutions and processes of the local, state, and federal courts. Emphases will be placed on major historical cases as well as major issues and cases facing the courts today. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor) (Spring)

POL 418 / HIS 418 Modern American Presidency (3 cr.)
A study of the chief executive of the United States from McKinley to the present, with special emphasis on the evolution of the office due to the social factors and individuals who shaped it. The course will examine the impact of presidents on government structures through their domestic and foreign policies. Offered during the Fall Semester of presidential election years. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 422 / COM 422 Public Relations Skills (3 cr.)
Instruction in the basic skills needed for public relations programming including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing project, and actual events planning. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 and COM204/POL204 or with permission from the course instructor) (Fall)

POL 462 / HIS 462 FDR: Depression and War (3 cr.)
A survey of the major events in American history during the era of Franklin D. Roosevelt. Emphasis will be on the Great Depression, the New Deal, and WWII. The course will include an examination of the political, social, military, and economic changes that made this era a turning point in American history. (Directed study will be offered through the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 475 Political Science Special Topics (3 cr.)
Topics will vary and are determined by the instructor. All political science special topics will include a component that examines American political structures, theories, or policies. (Offered occasionally as determined by the department) (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

POL 495 Political Science Internship (6 cr.)
Internships are designed to give students practical experience by placing them in a professional setting related to their major and professional interests such as, but not exclusive to, a museum, archive, historical site, government office, legal office, or business. A written request for an internship including a description of the setting and type of work to be done by the intern must be approved by a majority of the Department's full-time faculty prior to registering for POL 495. Internships will be supervised by an on-site facilitator as well as the student's major advisor. A minimum of 25 clock hours of supervised work is required for each one)1) hour of semester credit. At the end of the internship, the student shall submit a written report on their experience to their advisor for approval and to the department for review. Offered every Semester. (Prerequisites: completion of HIS 210 Methods of History and at least 21 credits in the History/Political Science Major)

POL 496 Senior Thesis Research (3 cr.)
Political Science seniors who do not complete an internship or student teaching are required to submit a senior thesis which is supervised through the Political Science Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over a span of the senior year, with the student conducting guided research during the fall semester of the senior year. The project's progress must be approved by the full department. (Prerequisites: Senior status and completion of HIS 210)

POL 497 Senior Political Science Thesis (3 cr.)
Political Science seniors who do not complete an internship or student teaching are required to submit a senior thesis which is supervised through the Political Science Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. The thesis will be researched and written over a span of the senior year, with the student producing a finished research paper during the spring semester of the senior year. The final paper must be completed and approved by the full department. (Prerequisites: Senior status and completion of HIS 210)

POL 1010 Online Course American Government (3 cr.)
In-depth study of American government and politics focusing on a balanced, unbiased, and up-to-date introduction to constitutional, governmental, political, social, and economic structures and processes.

POL 2000 Online Course Introduction to Political Science (3 cr.)
Introduces the major concepts and themes of political science by examining the fundamental principles, concepts, and methods of the discipline, and the basic political processes and institutions of organized political systems. Software Required: Microsoft PowerPoint, or other presentation software.

POL 2010 Online Course American State and Local Politics (3 cr.)
Introduction to state and local governments in the United States. Acquaints students with the structures and functions of state and local level governments and how political decisions are made at these levels.

Psychology

PSY 100 Orientation to Psychology (1 cr.)
This course helps Psychology majors understand degree/career options, APA Divisions, and the major requirements. During this course, students will explore areas of psychology and meet with practitioners.

PSY 111 General Psychology (3 cr.)
This course is an introductory survey of the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes. Through lectures, videos, and various inclass and writing assignments, students will be exposed to a variety of topics in the broad field of psychology, including history, research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition, development, personality, psychological disorders, and social psychology.

PSY 144 Human Growth and Development (3 cr.)
The study of physical, social, emotional, and intellectual development from conception to the end of life. The concepts, theories, and determinants in the various periods of development are studied. Emphasis is given to understanding behavior and thinking during childhood and adolescence. Emphasis is given to guiding during childhood and adolescence.

PSY 222 Social Psychology (3 cr.)
The social world shapes nearly every aspect of how people think, feel, and behave towards others, real or imagined. You will examine evidence-based theories in regard to how people think about, influence, and relate to one another in everyday situations and apply this knowledge toward understanding people as social beings. Specific topics include aggression, helping, social influence, stereotyping, and group processes. (Prerequisite: PSY 111)

PSY 224 Sports Psychology (3 cr.)
As an introduction to the topic of Sports Psychology, this course will explore a number of topics related to the roles and goals of sports psychologists, athletes, coaches & trainers. Several psychological perspectives, such as social psychology, cognitive psychology, and biological psychology, will be applied to the area of sports performance and exercise science. Topics will include the influence of arousal on performance, motivation and goal setting, stress, anxiety, coping, aggression in sports, and team cohesion. (Prerequisite: PSY 111)

PSY 232 Close Relationships (3 cr.)
You will explore a wide array of relationship topics, including attraction, mate selection, theories of love, communication, conflict, jealousy, and infidelity, and understand how these topics apply to your own romantic and non-romantic relationships. Throughout the course, research methods, gender roles, and the place of relationships as a science will be emphasized. (Prerequisite: PSY 111)

PSY 230 Biological Psychology (3 cr.)
You will explore biological influences on behaviors, including the nervous system, memory, endocrine system, sense organs, sleep, drugs, and genetic influences. (Prerequisites: PSY 111)

PSY 265 Health Psychology (3 cr.)
Whether one gets sick or stays healthy, attitudes and behaviors interact with physical health to determine how people (including yourself) respond to, maintain, and improve their physical condition. You will examine research and theory about how human beliefs and behaviors influence and are influenced by, physical health, including stress, pain, coping with illness and death, and the current medical system. (Prerequisite: PSY 111)

PSY 300 / CRJ 300 Mental Health and Crime (3 cr.)
This course will assist students in learning the dynamics behind the correlation between crime and mental illness. With the growing population of those with mental illness, within the system, this course is relevant to policing, corrections, and court personnel, as well as all other aspects of the criminal justice system. Students will explore myths and realities; as well as learn about specific disorders in which they will deal with in the field. Sociological issues of gender, class, and race will be included wherever relevant. (Prerequisites: CRJ 120 and PSY 111 or SOC 221, or approval from the department chair)

PSY 305 / CRJ 305 Victimology (3 cr.)
This course will examine trends and patterns of victimization throughout history. This course will explore rights related to victims, fair treatment, empowerment, and compensation. Focus will be given to society's response to victims and their problems, as well as victimization by the justice system. (Prerequisites: CRJ 120 and PSY 111 or SOC 221, or approval from the department chair)

PSY 310 Principles of Learning (3 cr.)
Learning is a basic behavior that everyone engages in daily but can be approached in several ways. Major approaches include classical and operant conditioning, social-cognitive, cognitive, and developmental views of learning, as well as real-world applications. (Prerequisite: PSY 111)

PSY 311 Cognitive Psychology (3 cr.)
Cognition involves any mental process or action. This includes learning, memory, perception, representation of knowledge, problem-solving, language, and decision-making. In addition, you will cover models and theories of human cognitive processes. (Prerequisite: PSY 111)

PSY 320 Theories of Personality (3 cr.)
Theories of personality attempt to explain many of the individual differences between people and how these differences account for patterns of thought, emotion, and behavior. You will trace both historical, such as psychoanalysis, and more modern, such as social learning and trait, approaches to personality psychology through study of theory, research, and use of assessment and application in the real world. (Prerequisite: PSY 111)

PSY 322 Psychological Disorders (3 cr.)
This course is an overview of the theories, concepts, and research related to psychological disorders. The specific topics covered in this class include the history of psychological disorders, symptoms and causes of psychological disorders; characteristics and classification of major disorders; and intervention strategies (Prerequisite: PSY 111)

PSY 327 Substance Abuse (3 cr.)
This course will focus on the various models and theories of addiction as well as the behavioral, psychological, physical, and social effects of substance abuse. Students will be introduced to a variety of treatment options. Different philosophies, policies, and outcomes most generally accepted for the treatment, recovery, relapse prevention, and continuing care of addiction are addressed in this course. (Prerequisite: PSY 111 or equivalent).

PSY 331 Sensation and Perception (3 cr.)
The study of sensation and perception is the study of how we know that there are other objects around us (sensation) and how we identify these objects and react to them (perception). In other words, it is the study of how our brain knows what is going on in our environment. (Prerequisites: PSY 111)

PSY 350 Psychology of Women (3 cr.)
Much folk wisdom suggests men and women differ. You will examine empirical investigations of these differences, and similarities, from biological, psychological, and social perspectives, to discover when these differences matter and gain an understanding of the lives of women from infancy to old age. You will also discuss the variety of roles women play (i.e.: mother, worker, and partner), as well as address challenges to women's well-being in the world, such as oppression, mental and physical health, and violence. (Prerequisite: PSY 111)

PSY 360 Introductory Research Methods (3 cr.)
You will study statistical and research methodology used by social scientists, including the overall goals of science, hypothesis formulation and testing, data collection, and correlational and experimental research designs. You will also learn about statistical techniques such as correlations, regressions, t-tests, and analysis of variance. (Prerequisites: MTH 201)

PSY 361 Advanced Research Methods (4 cr.)
PSY 361 builds on much of what you learn in PSY 360. In this class, you will go through the research process from start to finish. You will complete a research project over the semester. This will involve designing a study, collecting and analyzing data, and writing a research paper. (Prerequisites: PSY 360)

PSY 400 Special Topics in Psychology (3 cr.)
This course is designed to examine specific psychological areas or topics. The area or topic will vary and is determined by the designated instructor. (Prerequisite: PSY 111)

PSY 401 Senior Psychology Capstone Seminar (2 cr.)
This capstone course will allow students the opportunity to examine current psychology issues by building on the content they have learned as psychology majors. The course will assist students in culminating their educational experience by completing an independent research proposal while also exploring original sources of the content they have learned in previous classes. (Prerequisite: Senior psychology major or permission of instructor)

PSY 422 Counseling Theories and Techniques (3 cr.)
This class is intended to prepare students who seek to enter a counseling-related career. The main theoretical perspectives of counseling will be addressed. In addition, an emphasis will be placed on maintaining confidentiality, avoiding dual relationships, and navigating power issues. A variety of instructional approaches, including student role plays, will be used to achieve the course goals. (Prerequisite: PSY 322)

PSY 495 Psychology Internship (1–6 cr.)
On-the-job learning in an applied setting such as a mental health center, residential treatment center, human resources office, social service, or laboratory setting. Supervised by the on-site facilitator as well as a faculty member. A minimum of 25 clock hours of supervised work is required for each hour of credit.

PSY 496 Research Practicum (1-4 cr.)
You will work with a psychology faculty member to gain experience conducting research in a laboratory environment. Responsibilities will vary depending on the project but may include designing and conducting experiments, creating stimuli, coding and analyzing data, literature searches, and written reports of experimental findings. A minimum of 25 clock hours of supervised work is required for each hour of credit.

PSY 499 Psychology Senior Capstone Seminar (3 cr.)
This capstone course will allow students the opportunity to examine current psychology issues by building on the content they have learned as psychology majors. The course will assist students in culminating their educational experience by completing an independent research proposal while also exploring original sources of the content they have learned in previous classes. (Prerequisite: Senior psychology major or permission of instructor)

PSY 1010 Online Course General Psychology (3 cr.)
This course is an introductory survey of the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes. Students will be exposed to a variety of topics in the broad field of psychology, including history, research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition, development, personality, psychological disorders, and social psychology.

PSY 3019 Online Course History and Systems of Psychology (3 cr.)
The purpose of the courses is to provide the historical context that has shaped the modern theoretical perspectives in psychology. Specifically, the course will discuss the philosophical and physiological context that proceeded psychology, the founding of psychology in Germany, the origins of evolutionary psychology, the spread of psychology to America, the development of psychology through different theoretical perspectives including structuralism, functionalism, Gestalt psychology, behaviorism, and the cognitive revolution, and the applications of psychology to clinical and business contexts. The historical context should help students to identify the origins of the current sub-disciplines within psychology and draw connections between research and theoretical perspectives that they discuss in other courses. (Prerequisite: PSY 1010 or equivalent)

PSY 3100 Online Course APA for Academic Writing (1 cr.)
Introduction to the elements and standards for APA style. Provides students with the ability to use the APA manual in implementing effective writing skills for academic work.

PSY 3140 Online Course Social Psychology (3 cr.)
Social psychology is the study of how our thoughts, feelings, and behaviors are influenced by our social environment. You will become familiar with theories and research in social psychology, including such topics as helping, stereotyping, social influence and group processes, and learn to apply this knowledge toward understanding yourself and other people as social beings. (Prerequisite: PSY 1010 or equivalent)

PSY 3150 Online Course Developmental Psychology (3 cr.)
This course discusses major psychological theories of physical, cognitive, social, and emotional development that occur throughout the lifespan. Human development at the prenatal, infancy, adolescence, adulthood, and old age stages of life will be covered. (Prerequisites: PSY 1010 or equivalent)

PSY 3205 Online Course Psychology of Gender (3 cr.)
You will examine psychological theories and research related to gender, particularly focusing on empirical investigations of gender differences and similarities in behaviors, experiences, and expectations. Topics will include gender development, gender roles, and the role of gender in cognitive abilities, physical and mental health, social behavior, power, work, and relationships. (Prerequisite: PSY 1010 or equivalent)

PSY 3210 Online Course Close Relationships (3 cr.)
You will explore a wide array of relationship topics, including attraction, mate selection, theories of love, communication, conflict, jealousy, and infidelity, and understand how these topics apply to your own romantic and non-romantic relationships. Throughout the course, gender roles, and the study of relationships as a science will be emphasized. (Prerequisite: PSY 1010 or equivalent)

PSY 3220 Online Course Health Psychology (3 cr.)
You will examine psychological theories and research related to health and wellness by focusing on the psychological factors associated with health-related and health-compromising behaviors. Furthermore, you will cover the psychological aspects of health issues such as pain, chronic illness, terminal illness, cardiovascular disease, and immune system diseases. (Prerequisites: PSY 1010 or equivalent)

PSY 3350 Online Course Theories of Personality (3 cr.)
Personality psychology is the study of stable individual differences between people and how these differences account for patterns of thought, emotion, and behavior. You will become familiar with several major approaches to theory and research in personality psychology, from historical to modern understandings. (Prerequisite: PSY 1010 or equivalent)

PSY 3380 Online Course Psychology of Adjustment (3 cr.)
This course examines human adjustments to life changes to the changing requirements of the environment. Some of the topics covered in this class include self-understanding, self-help, stress-coping techniques, impression formation, and interpersonal communication. Classic and contemporary theories and research will be discussed. (Prerequisite: PSY 1010 or equivalent)

PSY 3400 Online Course Forensic Psychology (3 cr.)
Introduces criminal behavior from a psychological perspective. Students explore the role of the forensic psychologist, review various psychological theories of criminal behavior, analyze different crimes from a psychological perspective, and examine current research in the field. Students also learn about how psychologists intersect with law enforcement and the U.S. criminal justice system as well as how psychological treatment efforts can aid in the rehabilitation of the offender. (Prerequisite: PSY 1010 or equivalent)

PSY 3450 Online Course Psychological Disorders (3 cr.)
This course is an overview of the theories, concepts, and research related to psychological disorders. The specific topics covered in this class include the history of psychological disorders, symptoms and causes of psychological disorders; characteristics and classification of major disorders; and intervention strategies. (Prerequisite: PSY 1010 or equivalent)

PSY 3460 Online Course Cognitive Psychology (3 cr.)
Cognition involves any mental process or action. This includes learning, memory, perception, representation of knowledge, problem-solving, language, and decision-making. In addition, you will cover models and theories of human cognitive processes. (Prerequisite: PSY 1010 or equivalent)

PSY 3480 Online Course Principles of Learning (3 cr.)
Learning is a basic behavior that everyone engages in on a daily basis but can be approached in several ways. Major approaches include classical and operant conditioning, social-cognitive, cognitive, and developmental views of learning as well as real-world applications. (Prerequisite: PSY 1010 or equivalent)

PSY 3490 Online Course Industrial Organizational Psychology (3 cr.)
Provides an analytical understanding of industrial/organization (I/O) psychology, one of the major applied areas of psychology. It is a diverse field that addresses the human side of organizations. (Prerequisite: PSY 1010 or equivalent)

PSY 4021 Online Course Physiological Psychology (3 cr.)
Examines the physiological correlates of behavior. Explores current problems, theories, and techniques in physiological psychology with emphasis on central nervous system mechanisms. (Prerequisites: PSY 1010 or equivalent and BIO 1030 or equivalent)

PSY 4030 Online Course Sensation and Perception (3 cr.)
The study of sensation and perception is the study of how we know there are other objects around us (sensation) and how we identify these objects and react to them (perception). In other words, it is how our brain uses our senses to know what is going on in our environment. (Prerequisites: PSY 1010 or equivalent and BIO 1030 or equivalent)

PSY 4501 Online Course Research Methods (3 cr.)
The primary emphasis is on behavioral research, but the approach can be applied in other fields as the broad basis of scientific thinking. (Prerequisites: PSY 1010 or equivalent and MTH 2023 or equivalent to Introduction to Research Methods in Psychology.)

PSY 4510 Online Course Attitudes and Persuasion (3 cr.)
Examines the social psychological theories of attitudes and attitude change. The class is divided into two parts. The first part covers attitudes, their measurement, origins, content, structure, and function. The second part covers theories of persuasion and persuasion techniques. (Prerequisite: PSY 1010 or equivalent)

PSY 4515 Online Course Psychology of Prejudice and Discrimination (3 cr.)
This course covers selected theories and concepts in the area of prejudice and discrimination. The topics covered will include the history of prejudice and discrimination, categorization and stereotyping, old-fashioned and modern forms of prejudice, predictors and correlates of prejudice, development of prejudice, and techniques to reduce prejudice. Classic studies on these topics will be discussed. (Prerequisite: PSY 1010 or equivalent)

PSY 4560 Online Course Psychological Assessment (3 cr.)
Examines the fundamental principles in the development and use of psychological tests. The course explores a variety of psychological tests, including objective and subjective personality tests, intelligence

and achievement tests, neuropsychological tests, and other tests used in special settings. (Prerequisite: PSY 1010 or equivalent)

PSY 4995 Online Course Senior Capstone Seminar (3 cr.)
Designed for students to thoroughly examine a current psychology topic of interest through an independent hypothetical investigation. Knowledge gained and experiences from other psychology courses will aid in the completion of the senior capstone project. (Prerequisites: Senior Status; PSY 1010 General Psychology or equivalent; and PSY 4501 Research Methods, or equivalent. Software Required: Microsoft PowerPoint, or other presentation software)

Religion

REL 103 Introduction to Biblical Literature (OT & NT) (3 cr.)
An introductory study of the origins, history, and faith of the people of God as reflected in the experience of Israel (OT), and the Church (NT). A very scholarly/academic approach is taken in examining what is in the Christian scriptures and how they came to be. Students are introduced to the tools presently employed in the worldwide ecumenical conversation about the scriptures (Fall and Spring).

REL 205 Contemporary Ethical Issues (3 cr.)
A study of contemporary ethical issues beginning with the human predicament and an examination of classic methods of moral reasoning. Christian contributions to the moral conversation are examined and applied to real-life moral issues as well. The purpose of the class is for students to examine and become more intentional in their moral reasoning. (Prerequisites: REL 103 and PHL 111)

REH 205H Honors Contemporary Ethical Issues (3 cr.)
A study of contemporary ethical issues beginning with the human predicament and an examination of classic methods of moral reasoning. Christian contributions to the moral conversation are examined and applied to real-life moral issues as well. The purpose of the class is for students to examine and become more intentional in their moral reasoning. (Prerequisites: HON 106, HON 107, REL 103 and PHL 111)

REL 206 World Religions (3 cr.)
A study of the principal world religions, including but not only limited to Christianity, Judaism, Buddhism, Hinduism, and Islam, the cultural contexts out of which these religious traditions flow, as well as contemporary expressions of these religious traditions (Fall and Spring). (Prerequisites: REL 103 and PHL 111)

REL 300 / ENG 300 Mythology and Sacred Experience (3 cr.)
Mythology and Sacred Experience will explore the rich landscape that literature and religion share. Myth is a central component of all five large world religions; thus, a study of ancient and global mythology opens the door to insights and discussion about the very nature of existence. Grounded in an exploration of the universal elements of religious experience, we will read a variety of writers and narratives that explore these elements within both a literary and religious experience context. The class will be offered every other year in the spring semester, as a cross-listed, co-taught class. (Prerequisites: ENG/HON 106, ENG 120 or ENG 121 and REL 103)

REL 330 / MUS 330 Music and Worship and the Lutheran Tradition (3 cr.)
This course will examine the historic use of liturgy and music in Christian worship. Included will be a study of the evolving nature of worship, the Lutheran tradition, and the emergence of “contemporary worship.”)

REL 336 / HIS 336 Introduction to the Muslim World (3 cr.)
An introduction to the foundations of Islam: Muhammad, the Qur’an, and the sources of Islamic faith. The course includes an overview of the spread of Islam from its early beginnings to the present. The course also examines Muslim beliefs and practices and the diversity of ways of being Muslim in the world today.

Student research explores various forms of life and piety in selected locations in Asia, Africa, the Middle East, Europe, and North America. Attention is paid to the area of Christian-Muslim relations to foster better understanding between the two communities. (Prerequisites: REL 103 and PHL 111)

REL 306 Gender and Sexuality in World Religions (3 cr.)
A global approach to exploring love, sex, and gender from a diverse variety of world religions. Students will be challenged to think critically and creatively about past and present concepts of sexuality, relationships, and the role of women and men in the world's faiths. (Prerequisite: REL103)

REL 350 / HIS 350 Christianity in the Modern World (3 cr.)
Religion has changed in many important ways in the past 500 years. Since the Reformation ushered in the modern world in Europe, Christianity has developed and splintered into many vibrant and at times competing communities. Throughout this time, Christians have encountered ever-changing philosophical schools, political movements, scientific paradigms, artistic achievements, and popular cultures. This course examines the ways that Christianity in all of its variety has developed into the modern religious communities we see around us today. (Prerequisite: ENG/HON 106 and ENG/HON 107 or ENG 120 and ENG 121 or with permission from the course instructor)

REL 435A Life, Meaning, and Vocation (3 cr.)
An applied liberal arts course is designed as a capstone experience that stimulates students to integrate the practical and applied knowledge within their respective fields and specialties into a meaningful and useful liberal arts context. (Prerequisite: REL 103 and PHL 111)

REL 450 Religion and the Arts (3 cr.)
An interdisciplinary seminar in Religion and the Arts, particularly as they function prophetically in their contexts. Students will use interdisciplinary research methodologies to gain new perspectives on theology and one artistic medium. Among the 20th-century artistic works to be studied are Karel Husa's Music for Prague 1968, George Rouault's portrayals of the crucifixion, wood-cuts by South African artist, John Muafongeho, and the Church of Notre Dame de Tout Grace, at Plateau d 'Assy in France. (Prerequisites: REL 103 and PHL 111)

REL 2050 Online Course Contemporary Ethical Issues (3 cr.)
A study of the doing of ethics through the examination of contemporary ethical issues considering classical ethical theories along with Christian religious values and claims and one's worldview.

REL 2350 Online Course Philosophies of World Religions (3 cr.)
Philosophies of World Religions provides an introduction to the histories, basic philosophies, and characteristic practices of the world's major religions. Students will learn the importance of viewing religion from various scholarly perspectives. This course is taught from the philosophical perspective which requires that faith correspond to one's ability to use the human gift of reason.

REL 3360 Online Course Understanding Islam (3cr.)
This course is an introduction to the foundations of Islam from a historical perspective including Muhammad, the Qur'an, and the sources of Islamic faith. The course includes an overview of the spread of Islam from its early beginnings to the present. The course also examines Muslim beliefs and practices and the diversity of ways of being Muslim in the world today.

REL 4035 Online Course Life, Meaning, and Vocation (3 cr.)
An applied liberal arts course designed as a capstone that stimulates students to integrate the knowledge and skills of their respective disciplines with their deepest convictions and the living of their whole lives. (Prerequisite online course: HUM 1020 or PHL 1110 and Senior Standing) or (Prerequisite residential courses: PHL 111)

Spanish

SPN 101 Elementary Spanish I (4 cr.)
Fundamentals of the Spanish language, with emphasis on oral and written communication. Cultural aspects of Spanish-speaking countries included.

SPN 102 Elementary Spanish II (4 cr.)
Fundamentals of the Spanish language, with emphasis on oral and written communication. Cultural aspects of Spanish-speaking countries included. (Prerequisite: SPN 101 or permission of the course instructor)

SPN 201 Intermediate Spanish I (3 cr.)
Continuation of SPN 101 and SPN 102 with practice in reading and writing. (Prerequisite: SPN 101 and SPN 102 or permission of the course instructor)

SPN 202 Intermediate Spanish II (3 cr.)
Continuation of SPN 201 with practice in reading and writing. (Prerequisite: SPN 201 or permission of the course instructor)

SPN 203 Intermediate Spanish Conversation I (3 cr.)
A concentration in free oral expression on cultural and selected topics, vocabulary acquisition, selected literary works, and general Hispanic geography and history. Continued review work on grammar and syntax. (Prerequisite: SPN 201 and SPN 202 or permission of the course instructor)

SPN 204 Intermediate Spanish Conversation II (3 cr.)
A continued concentration in free oral expression on cultural and selected topics, vocabulary acquisition, selected literary works, and general Hispanic geography and history. Continued review work on grammar and syntax. (Prerequisite: SPN 203 or permission of the course instructor)

SPN 450 Spanish Capstone (1 cr.)
The capstone experience is designed for the student to demonstrate proficiency in Spanish. The topics may vary, but the capstone course will synthesize and review essential components of the minor: speaking, listening, writing, and reading in Spanish. The capstone course is required of all students seeking a minor in Spanish. (Prerequisites: Completion of 20 credits in the Spanish course offerings in the Waldorf University Course Catalog or equivalent)

SPN 1010 Online Course Introduction to Spanish (3 cr.)
Introduces the Spanish language with an emphasis on vocabulary and structure. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking countries. Students use headsets to take advantage of the audio component of this course.

SPN 1020 Online Course Elementary Spanish II (3 cr.)
Introduces the Spanish language with an emphasis on vocabulary and structure. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking countries. Students use headsets to take advantage of the audio component of this course. (Prerequisite: SPN 1010 or equivalent)

Sport Management

SMT 120 Introduction to Sport Management (3 cr.)
Presents the fundamentals of organizing and structuring sports, navigating the vocational pathways of the industry, keys to being a successful student in the Sport Management degree/curriculum, along with the

current writing style of the Sport Management industry. This course is designed to provide students with an introduction to the skills and competencies required to pursue career opportunities in the sports industry. (Fall/Spring)

SMT 270 Sociology of Sport (3 cr.)
This course examines how sociology can be used to study sports in society and is organized to facilitate the use of published literature. The course pays special attention to sports and sport-related behaviors as they occur in social and cultural contexts, and uses concepts, theories, and research as tools that enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and economic tool and explain how sport has been used to bridge countries separated by political strife. The course also investigates the historical relationship of sport to society. (Fall/Spring)

SMT 280 Sport Public Relations and Promotions (3 cr.)
The goal of this course is to examine and discuss the theoretical and practical implications of marketing in the sports industry. A framework will be presented to help explain and organize the strategic marketing process. The course will offer a growing appreciation of the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sports marketing decisions. A comprehensive coverage of the functions of sports marketing is presented (Spring).

SMT 390 Sport Fundraising (3 cr.)
The goal of this course is to examine and discuss the theory and practice of fund-raising in sports-related fields. The focus of this course is to provide specific, helpful ideas and plans for conducting fund-raising activities in the sports business. A combination of fund-raising theory and practical information is offered to help the student organize and develop fund-raising plans. This course will examine many ways to conduct any specific fund-raising project. Becoming knowledgeable about specific and practical fundraising plans is crucial for the successful development of students interested in sports-related business (Fall and Spring).

SMT 400 Sport Facilities (3 cr.)
Sport Facilities is designed to provide students with an understanding of the complexity involved in the planning and design of recreation and sport facilities. Sport facility management also includes staff management, facility marketing, developing revenue streams, development of ancillary areas, as well as facility scheduling and operating. (Fall)

SMT 410 Sport Administration (3 cr.)
Principles of efficient management and leadership concepts as applicable to the sport industry. Focuses on principles and techniques of management relating to programs, facilities, special events, and personnel. Includes key personnel issues in sport management situations; ethics, law, and governance in sport management; the role of the marketing process in sport administration; and economics, accounting, and budgeting. (Spring)

SMT 420 Sport Financing (3 cr.)
This course will examine the concepts relating to efficient financial management in the sports industry. Emphasis will be placed on principles and techniques of management relating to economics, inventory, accounting, and budgeting, and the importance of each for managers of sport (Fall).

SMT 430 Sport Legal Liability and Risk Management (3 cr.)
This course examines the legal implications of tort, liability law, and risk management in sports fields. The focus of this course is to provide specific law terminology, issues, cases, and decisions that have been addressed by the American legal system. It provides an overview of the legal system, an introduction to conducting legal research, and an explanation of the role of arbitration as an alternative to litigation. In addition, it examines the role and important standards of practical risk management programs in sports fields.

Becoming knowledgeable about specific and practical law and risk management is crucial for the successful development of students who want to be a manager in the fields of recreation and sport (Fall).

SMT 433 Senior Seminar in Sport Management (3 cr.)
An intensive study of selected topics in the field of Sport Management. Students will integrate knowledge and skills derived from previous coursework into a detailed analysis of professional trends and issues in sport management. The seminar will also include access the approaches to strategic planning, risk management, safety issues, facilities, player eligibility, and contract issues in the sport industry that are important to succeed in a career in sport management. (Must be on track to graduate in current or immediate subsequent semester/term, current Spring semester, immediate subsequent summer term, or immediate subsequent fall semester, to enroll; Prerequisites and/or Corequisites - BUS 330 & MTH 201) (Spring)

SMT 495 Sport Management Internship (6-12 cr.)
Practical sport-related administration experience under the supervision of a sport management professional. This course may be performed in a domestic or international environment. The internship may be performed at the student's choice of an interscholastic, intercollegiate, professional, community recreation, or any other pre-approved sport setting. (Must be approved by the SMT Department Chair **and** WU Career Center *BEFORE* enrolling.) (Fall/Spring/Summer) (Full 6 credit hours, during *any* term, required to complete the SMT degree.)

SMT 2701 Online Course Sociology of Sport (3 cr.)
Provides an analysis of the ways sociology can be used to study sport in society. Focus is placed on sports principles, concepts, and strategies related to behaviors as they occur in social and cultural contexts. Concepts, theories, and research are used as tools for students to examine sports as a part of culture and for effective management of sport organizations.

SMT 2801 Online Course Sport Public Relations and Promotions (3 cr.)
The goal of this course is to examine and discuss the theoretical and practical implications of marketing in the sports industry. A framework will be presented to help explain and organize the strategic marketing process. The course will offer a growing appreciation of the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sport marketing decisions. A comprehensive coverage of the functions of sports marketing is presented.

SMT 3901 Online Course Sport Fundraising (3 cr.)
Discusses the theory and practice of fundraising in sports-related fields and provides specific, helpful ideas and plans for conducting fundraising activities in the sports business. Combines fundraising theory and practical advice for learners to organize and develop fundraising plans.

SMT 4001 Online Course Sport Facilities (3 cr.)
Sport Facilities is designed to provide students with an understanding of the complexity involved in the planning and design of recreation and sports facilities. Sport facility management also includes staff management, facility marketing, developing revenue streams, development of ancillary areas, as well as facility scheduling and operating.

SMT 4101 Online Course Sport Administration (3 cr.)
This course will examine the concepts relating to efficient management and leadership in the sports industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events, and personnel. Special topics include key personnel issues in sport management situations; ethics, law, and governance as they apply to sport management; the role of the marketing process in sport administration; and economics, accounting and budgeting, and the importance of each for managers of sport. (Prerequisite SMT 2701)

SMT 4201 Online Course Sport Financing (3 cr.)
Provides an analysis of the unique qualities that make sport financing different from other types of financial management. Explains the financial history and record of a publicly traded corporation, and analyzes balance sheets, income statements, pro forma budgets, and numerous other financial statements and records. Special course topics will include management of personnel issues, ethics, economics, and governance.

SMT 4301 Online Course Sport Legal Liability & Risk Management (3 cr.)
Study of the legal implications of tort, liability law, and risk management in sports-related fields. Provides specific law terminology, issues, cases, and decisions that have been addressed by the American legal system. Presents an overview of the legal system, an introduction to conducting legal research, an explanation of the role of arbitration as an alternative to litigation, and an examination of the role of practical risk management programs in sports fields.

Sociology

SOC 221 Introduction to Sociology (3 cr.)
A study of the basic concepts and methods of sociology, of social laws and forces, and the fundamental social institutions.

SOC 222 Social Problems (3 cr.)
An analytical study of selected social issues with emphasis on deviation from normative standards resulting in social disorganization. Issues to be covered include crime and delinquency, poverty, racism, sexism, prejudice, mental illness, and other social maladjustments. (Prerequisite: SOC 221)

SOC 301 Inequality: Race, Class, Gender, Sexuality (3 cr.)
This course explores the causes, consequences and extent of social and economic inequalities in the U.S. as understood by sociologists. We begin by discussing theories and concepts that scholars use to understand different forms of inequality and how these are maintained and reproduced. This first part of the course will focus on answering the following questions: What social categories are most meaningful for explaining contemporary U.S. inequalities? How are these categories stratified, how are people assigned to them, and how are resources distributed across these categories? The second part of the course is devoted to providing a glimpse into how inequalities “work” in practice by examining key institutions central to generating and sustaining inequalities in the contemporary United States: families, neighborhoods, education, labor markets and incarceration. Within each domain, we pay special attention to the significance of race and ethnicity, social class and gender and how they combine to produce different outcomes and consequences for individuals and social groups. (Prerequisite: SOC221 or by permission of the instructor)

SOC 302 Race and Ethnicity (3 cr.)
This seminar style course takes students through the social and historical understanding of race and ethnicity in the United States. They will explore the black/white dichotomy and how that is used to measure all other types of race relations. Students will be introduced to the concepts such as “systemic racism,” “cultural racism,” “the ethnic myth,” “internal colonialism,” and “color-blind racism.” Students will also understand that how we talk about race in the United States has been altered with macro-social and economic shifts. Finally, the controversies over “critical race theory” will be explored, at length using current cultural events. (Prerequisite: SOC221 or by permission of the instructor)

SOC 1010 Online Course Introduction to Sociology (3 cr.)
In-depth study of the basic concepts of sociology. Specific attention is given to cultural characteristics, societal changes, inequalities in social classes, and how they relate to different groups in society.

SOC 2010 Online Course Survey of Global Societies and Cultural Geography (3 cr.)
Surveys current issues and developing trends in social and cultural structures and regions across the globe. Explores social phenomena in geographical settings and fostering understanding of the interdependence of places, regions, and cultures in a globalizing world.

Speech

SPE 111 Essentials of Public Speaking (3 cr.)
Fundamentals of effective speaking, emphasizing techniques, and theories of organization and delivery and the practical application of these in various formal and informal speaking situations.

SPE 300 / POL 300 Argumentation and Debate (3 cr.)
This course is designed to improve critical thinking and argumentation skills. The student will learn to construct, apply, and rebut arguments through the discipline of academic debate. The student will develop the ability to apply these skills in a variety of communication situations (business, legal, personal). The course also prepares the student to direct and manage or judge a high school debate team.

SPC 1010 Online Course Speech Communications (3 cr.)
Presents the basic principles of speech making and opportunities for students to develop their own skills with the assistance of the course text, this course demonstrates the principles of public speaking in action. The course requires students to have the equipment needed to record and submit a speech.

Special Education

SPED 220 Exceptional Learners (3 cr.)
An introduction to the education of disabled and gifted persons. The course seeks to develop proper understanding and attitudes toward exceptional persons while emphasizing the needs, curriculum, and special programs available for this population. Ten (10) hours of introductory clinical experience is required. (Prerequisites: PSY 144 and ENG 121 or ENG/HON 106) (Fall) [PLO 1.A. Students will design and implement developmentally appropriate and challenging learning experiences that take into consideration the diverse ways in which learners grow and develop.]

SPED 310 / PED 310 Adaptive Physical Education (2 cr.)
This course is a study of theories, principles, and methods for working with children with special needs in the physical education curriculum. The focus will be on background information on types of handicaps and activities that will address the individual needs of each student. Ten (10) hours of participatory clinical experience is required. (Prerequisites: PSY 144, PED 271 or BIO 155; SPED 220) (Spring, Odd years) [PLO 1.B. Students will integrate their knowledge of individual and cultural differences as a means of creating inclusive learning environments for all learners to meet high standards.]

SPED 321 Special Education Clinical Experience (1 cr.)
This course provides involvement in direct observation and participation in placements for children with mild and moderate disabilities. Twenty (20) hours of participatory clinical experience is required plus seminar meetings that will include discussion on matters related to the clinical experience as well as issues relevant to special education. (Prerequisite: SPED 220; suggested to take concurrently with SPED 461 or SPED 365) (Fall, Even years) [PLO 1.B. Students will integrate their knowledge of individual and cultural differences as a means of creating inclusive learning environments for all learners to meet high standards.]

SPED 335A Inclusive Reading Pre-Student Teaching (2 cr.)
The course is a clinical practicum of fifty (50) participatory hours in a classroom during the Reading block of time or the Reading Intervention block of time. The experience will focus on the diagnosis of, and assessments designed for identifying reading interferences. Students will develop explicit and systematic

intervention lesson plans, along with guiding reading lessons, to address the identified reading interferences of the at-risk reader. (Prerequisites: PSY 144; EDU 201; EDU 202; EDU 230; EDU 240; EDU 253 or EDU 310; EDU330; and SPED 220) (Spring) [PLO 3. C. Students will integrate instructional strategies that promote a deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.]

SPED 365 Methods and Materials in Special Education (3 cr.)
A study of and application of K-12 curriculum, methods, classroom organization, and management for children with mild to moderate disabilities. (Prerequisites: SPED 220 and either SPED 441, SPED 450, or SPED 461 or concurrent enrollment in either SPED 441, SPED 450, or SPED 461) (Fall, Odd years) [PLO 1. A. Students will design and implement developmentally appropriate and challenging learning experiences that take into consideration the diverse ways in which learners grow and develop.]

SPED 390A Diagnostic and Remedial Reading (4 cr.)
The course will focus on key components of reading instruction and why some students have difficulty achieving adequate reading achievement. Candidates will explore formal and informal reading diagnostic assessments and construct remedial reading lesson plans for K-12 students. The course includes Dyslexia E-Learning Training through the Iowa Reading Research Center and a focus on best practices for ELL reading instruction. Taken concurrently with SPED 335A, Inclusion Reading Pre-Student Teaching (Prerequisites: EDU 330 and EDU 440) (Spring) [PLO 1.A. Students will design and implement developmentally appropriate and challenging learning experiences that take into consideration the diverse ways in which learners grow and develop.]

SPED 392 Math Strategies (2 cr.)
This course focuses on the diagnosis and assessment of learners who struggle with mathematics. Candidates will study, develop, and apply current methods for providing appropriate math learning experiences for primary, intermediate, and middle school children. Candidates will explore various factors that contribute to students who struggle with mathematics and will apply relevant and meaningful strategies for systematic intervention and remediation. Ten (10) hours of participatory clinical experience with an emphasis on strategies and skills in math instruction are required. (Prerequisites: EDU 240; MTH 101; SPED 220) (Spring) [PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.]

SPED 408 K–8 Student Teaching – Students with Mild and Moderate Disabilities (4-6 cr.)
Candidates will teach seven (7) weeks in the public schools under the supervision of an experienced, qualified special education teacher serving students having mild and moderate disabilities. Candidates will demonstrate the competencies required of a special education teacher for students with mild and moderate disabilities. (Prerequisites: Eighty (80) hours of clinical experience, Senior status, and accepted into student teaching) (Course Fee $200) (Must be taken at Waldorf University) (Fall/Spring) [PLO 4.A. Students will engage in situated learning activities which summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

SPED 410 Special Education Clinical Experience II (3 cr.)
This clinical experience is for students who have a teaching license and are only seeking a Special Education Endorsement. Students will spend sixty (60) hours serving in the role of special education teacher. (Course Fee $200) [PLO 4.A. Students will engage in situated learning activities which summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

SPED 422 Grades 5-12 Student Teaching – Students with Mild and Moderate Disabilities (2-6 cr.) Candidates will teach seven (7) weeks in the public schools under the supervision of an experienced, qualified special education teacher serving students having mild and moderate disabilities. Candidates will demonstrate the competencies required of a special education teacher for students with mild and moderate disabilities. Must accompany a secondary endorsement or with an elementary special education endorsement; four credits are required. (Prerequisites: Eighty (80) hours of clinical experience, Senior status, and accepted into student teaching) (Course Fee $200) (Must be taken at Waldorf University) (Fall/Spring) [PLO 4.A. Students will engage in situated learning activities which summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.]

SPED 441 Assessment in Special Education (3 cr.)
This course focuses on the collection of academic and behavioral data for functional and meaningful assessment and subsequent prescriptive teaching of K–12 special needs pupils. Students study achievement tests, standardized tests, informal assessments, and behavioral assessments. (Prerequisite: SPED 220) (Spring, Odd years) [PLO 3. A. Students will create multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher's and learner's decision-making.]

SPED 450 Child, Family, and Community Relations (3 cr.)
Prepares candidates to effectively meet the needs of students by collaborating with their families and community. Brings together theory, research, and best practices related to family-professional partnerships for both general and special education. (Prerequisite: SPED 220) (Spring, Even years) [PLO 4.B. Students will engage in situated learning activities that summon them to demonstrate preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

SPED 455 Transitional Collaboration (2 cr.)
This course explores sources of services, organizations, and networks for individuals with mild and moderate disabilities, including career, vocational, and transitional support to post-school settings with maximum opportunities for decision-making and full participation in the community. (Prerequisite: SPED 220) [PLO 4.B. Students will engage in situated learning activities that summon them to demonstrate a preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.]

SPED 461 Behavior and Social Interaction in the Special Education Student (3 cr.)
This course will study behavior management theories, methods, and techniques for K–12 students with mild and moderate disabilities. It will also focus on maintaining attention in the student with a disability and improving social interaction in a variety of settings. (Prerequisite: SPED 220) (Fall, Even years) [PLO 1. C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.]

Theatre

THR 131 Introduction to the Theatre (3 cr.)
Provides a perspective of theatrical form and function through history to the present. Aims to develop a critical ability based on background knowledge which will increase the understanding and appreciation of the theatre and related arts. Specific emphasis will be placed on theatrical literary survey, dramatic analysis techniques, and developing oral interpretation skills. (May serve as a Fine Arts Core Requirement)

THR 132 Acting I (3 cr.)
A study of acting theories and practices with emphasis given to the development of monologues, workshop experiences, exercises, and scenes. (May serves as the Speech Core Requirement)

THR 140 Introduction to Stagecraft (3 cr.)
Survey of theatre performance spaces, basic tools, set construction, basic scenic, lighting, sound, and properties design and construction. Survey of the costume process from concept to realization; basic hand and sewing machine techniques; basic patterning and fitting methods and craft techniques.

THR 146 Introduction to Theatrical Design (3 cr.)
An analytical approach to the visualization of characters focusing on research and design application techniques and media. Basic design skills including drafting, sketching, rendering, and model building will be focused on concentration on all aspects of theatrical design. (May serve as a Fine Arts Core Requirement)

THR 200 Creative Dramatics (3 cr.)
A participatory study of creative dramatics—an improvisational, process-oriented form of theatre. Experiences include individual and group work, movement, and creative play-making. The theoretical and exploratory study includes the development of strategies for utilizing creative dramatics in various settings including language arts education. (3-year rotation; Required for Education Major-Theatre Concentration) (May serve as a Fine Arts Core Requirement)

THR 232 Acting II (3 cr.)
Intermediate and disciplined work in the theories and techniques of stage acting. Emphasis is on script and character analysis; performance preparation; makeup techniques; and introductory approaches to various periods and styles. (Prerequisite: THR 132)

THR 242 Stage Management (3 cr.)
Planning and managing artistic events and performances; basic concepts of management theories; creating budgets; stage and production management. (Previously THR 241)

THR 280 Theatre Practicum: Acting (0.25 cr. per production)
Participation in the cast, crew, and/or staff for a Department of Theatre production. Often used with the designation of A or B to signify the first-half or second-half of a semester's Theatre production.

THR 300 Directing I (3 cr.)
An exploration of the directing process with a dual emphasis on theory and practice. Topics include text analysis of dramatic action, elements of staging, rehearsal strategies, collaborative relationships in production, and the theories and production histories of established directors. Activities will include the preparation of scenes and projects for presentation. (Prerequisites: THR 132 or with permission from the course instructor)

THR 301 Directing II (3 cr.)
An advanced and disciplined work on the exploration of the directing process with a dual emphasis on theory and practice. Topics include text analysis of dramatic action, elements of staging, rehearsal strategies, collaborative relationships in production, and the theories and production histories of established directors. Activities will include the preparation of scenes and projects for presentation. (Prerequisites: THR 132 and THR 300 or with permission from the course instructor)

THR 315 Classical Theatre (3 cr.)
An exploration of dramatic forms and styles, production practices, and theatre performance in its respective society. Periods include Ancient Greek and Roman, traditional Asian, and may extend into Medieval- Renaissance European. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. (Prerequisite: THR 131 and ENG 121 or ENG/HON 107) (May serves as the "Core" Global Requirement)

THR 320 Elizabethan & Restoration Theatre (3 cr.)
An exploration of dramatic forms and styles, production practices, and theatre performance in Elizabethan, Jacobean, and Restoration England. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. (Prerequisite: THR 131 and ENG 121 or ENG/HON 107) (May serves as the “Core” Global Requirement)

THR 325 / MUS 325 American Musical Theatre (3 cr.)
A study of American Musical Theatre from its beginnings to the present with a concentration on several significant works.

THR 330 Twentieth Century Theatre (3 cr.)
An exploration of dramatic forms and styles, production practices, and theatre performance in this respective society. Emphasis will be on the rise of realism and post-modernism in Europe and America. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. (Prerequisite: THR 131 and ENG 121 or ENG/HON 107)

THR 332 Acting III: Styles (3 cr.)
Advanced and disciplined work in acting styles including Shakespeare. Emphasis on verse, text, and performance; audition technique; advanced character development and scene work; resume and portfolio. (Permission from the course instructor required)

THR 333 Musical Theatre Performance (3 cr.)
An advanced and disciplined work in modern musical acting styles. Emphasis is placed on text, delivery, movement and performance, audition techniques, and scene development.

THR 340 Theatre Special Topics (3 cr.)
This seminar course will cover an announced special topic. This course’s offerings will be used to supplement and cover materials and subjects not specifically addressed within the theatre curriculum. In particular, this course’s offerings will address emerging trends and developments in the ever-changing world of theatre with attention paid to ethnic, gender-oriented, and political subject matter. Theatre majors are required to take two different offerings of this course. Students must be of sophomore standing or above.

THR 341 Special Topics in Theatre Design (3 cr.)
This seminar course will cover an announced special topic. This course’s offerings will be used to supplement and cover materials and subjects not specifically addressed within the theatre curriculum. In particular, this course’s offerings will address specific techniques and areas of study within design such as stage makeup, scenic painting, costume patterning, mask making, etc. Theatre majors on the design track are required to take at least one offering of this course. (Prerequisite: Sophomore status or above)

THR 360 Scenic & Properties Design I (3 cr.)
Study of scenic design process with beginning problems in textual analysis, style, historical research, and preliminary and finished methods of design presentation. Concentration on developing fundamental design skills and awareness.

THR 361 Lighting Design I (3 cr.)
Study of the lighting design process with beginning problems in textual analysis, style, and historical research, with preliminary and finished methods of design presentation. Concentration on developing fundamental design skills and awareness.

THR 362 Costume Design 1 (3 cr.)
Study of the costume design process with beginning problems in textual analysis, style, historical research, and preliminary and finished methods of design presentation. Concentration on developing fundamental design skills and awareness.

THR 380 Theatre Practicum: Design Technical (0.25 cr. per production)
Participation in the cast, crew, and/or staff for a Department of Theatre production. Often used with the designation of A or B to signify the first-half or second-half of the semester's Theatre production.

THR 385 / CWR 385 Playwriting (3 cr.)
An introductory and exploratory study concerning the elements and process of playwriting. This course will place emphasis on developing and understanding play structure, dramatic analysis, and the creative process. Activities in this course will focus on creating and revising original play scripts.

THR 400 Theatre Company (3 cr.)
Students experience total immersion in the formation of a production company and the day-to-day workings of a functioning theatre company leading to and including public performance. All aspects of production and management are explored, and students fulfill a primary position in the company, as well as secondary positions and necessary functions. Students are required to keep a daily activity log, a response journal, and participate in peer review, and public faculty evaluation. (Prerequisite: Junior status in theatre or by approval; can be repeated)

THR 415 Theatre Travels (3 cr.)
Immersion in a significant theatre center of the world; course involves in-depth study in culture, architecture, history, art, society, and performance; survey of museums and cultural sites; and theatre performances and journaling. Course may be repeated once by theatre majors as an elective outside of the designated theatre requirements.

THR 450 Theatre Capstone (3 cr.)
Senior capstone/thesis taken in the 7th or 8th semester. Advanced approach and documentation of a project undertaken in an area of acting, directing, design, dramaturgy, or management relative to a production of the department. Expectations include extensive preliminary study, journal- writing, review, and assessment. This course will also serve as the cumulation of the previous annual major evaluations and will include a final comprehensive examination of the material covered in the major. Work on the capstone should result in a significant component of a student's portfolio and/or audition repertoire. The thesis project may replace capstone requirements as determined by the advisor. (Prerequisite: Senior status as determined by advisor)

THR 460 Scenic Design II (3 cr.)
Advanced techniques and further study in problems of scenic design. More in-depth projects, textual analysis, style, and historical research. Examination of unique problems presented by various theatre spaces and styles of plays. Additional focus on the history of design and influential designers, as well as architectural designs and designers. Use of the computer in drafting and rendering.

THR 461 Lighting Design II (3 cr.)
Advanced techniques and further study in problems of lighting design. More in-depth projects, textual analysis, style, and historical research. Examination of unique problems presented by various theatre spaces and styles of plays. Additional focus on the history of design and influential designers. Use of the computer in drafting and rendering.

THR 462 Costume Design II (3 cr.)
Advanced techniques and further study in problems of costume design. More in-depth projects, textual analysis, style, and historical research. Additional focus on the history of design and influential designers. Examination of unique problems presented by various theatre spaces and styles of plays. Use of the computer in rendering.

THR 480 Theatre Practicum: Administrative (0.25 cr. per production)
Participation in the cast, crew, and/or staff for a Department of Theatre production. Often used with the designation of A or B to signify the first-half or second-half of the semester's Theatre production.

THR 495 Theatre Internship (6-9 cr.)
Theatre internships are designed to give students practical experience in their focus area by placing them in a professional setting. The internship credit may be divided into two (2) separate, three (3) semester credit hour blocks, or it can be completed as a single 6-9 credit block depending upon the scale, experience, and complexity of the opportunity (to be determined by the Director of Theatre).

THR 498 / ENG 498 Shakespeare Thesis (3 cr.)
The thesis projects synthesizing literary, historical, biographical, and theatrical elements of plays of Shakespeare and/or early modern dramatists. An advisor from the English or Theatre departments must be assigned as an advisor for this thesis project. Further guidelines for the thesis are available from the Theatre Department. Students will present research projects at the Inquirere colloquium.

THR 1010 Online Course Introduction to Theatre (3 cr.)
Provides a perspective of theatrical form and function throughout history to the present. Aims to develop a critical ability based on background knowledge which will increase the understanding and appreciation of the theatre and related arts. Specific emphasis will be placed on theatrical literary survey, dramatic analysis techniques, and developing oral interpretation skills.

Wellness

WEL 101 Concepts of Wellness (1 cr.)
Introductory wellness course based on a seven (7) component model of wellness: physical, emotional, social, intellectual, environmental, occupational, and spiritual well-being. There is an emphasis on self-evaluation, self-improvement, and integration. Often used with designation of A or B to signify the first-half or second-half of the semester's seven (7) week session. (In Process of being taught-out – Course to archive at end of 2025-2026 Academic Year)

GRADUATE DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (36 cr.)

The Master of Business Administration provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. This is accomplished through required core advanced classes in economics, marketing, accounting for managerial decision-making, human resource management, corporate finance, and management information systems. In addition, students select one of three concentration options. Concentrations include public administration, organizational leadership, and a general concentration option that are designed for students to meet their specific educational goals and enhance their career opportunities.

PLO 1.A. Students will understand compliance and regulatory environments in a global business environment.
PLO 1.B. Students will understand the effects of globalization on human resource management.
PLO 1.C. Students will understand strategies behind the management of global customer brand equity and predict global business outcomes.
PLO 2.A. Students will assess the financial position of organizations and risk-return relationships.
PLO 2.B. Students will understand the relationship between current and future strategic business decisions.
PLO 2.C. Students will integrate information systems to aid in the control of an organization's financial, accounting, and people management systems.
PLO 3.A. Students will perform diligent research into the most current methods for qualitative and quantitative analysis appropriate to enable continuous improvement.
PLO 3.B. The ability to analyze economic conditions and forecasted trends will be achieved facilitating appropriate risk analysis.
PLO 4.A. Students will learn the appropriate ethical behaviors for accounting-related situations.
PLO 4.B. Students will be able to evaluate the ethical implications of free market outcomes.
PLO 4.C. Students will learn to apply the requisite attentiveness to stakeholder concerns, as well as social and cultural impact.

Major Required 21
General Concentration 15

TOTAL 36

Major Required ..... 21 cr.

ACC 5301	Management Applications of Accounting	3
HRM 5200	Emerging Trends in Human Resource Management	3
MBA 5401	Management Information Systems	3
MKT 5900	Advanced Marketing	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

General Concentration ..... 15 cr.

To satisfy the general concentration requirements, students select any five (15 credit hours) graduate-level courses not used to meet other program requirements.

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, ARTIFICIAL INTELLIGENCE CONCENTRATION (36 cr.)

PLO 1 Demonstrate proficiency in how to recognize, understand, and evaluate the need and applicability of appropriate AI technologies.
PLO 2 Analyze generative AI for ethical and responsible leadership functions of AI in corporate settings and organizational processes.
PLO 3 Understand the transformative power of AI technologies for more competitive, creative, and innovative value-added practices.
PLO 4 Apply successful AI technologies to reshape strategic capabilities, address challenges, and build competencies.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
ORG 5100	Leadership Theory and Practice	3
MBA 5401	Management Information Systems	3
MKT 5900	Advanced Marketing	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Artificial Intelligence Concentration Required ..... 15 cr.

AI 5100	Core Concepts and Applications of AI	3
MBA 5600	Generative AI for Organizational Leaders	3
MBA 6300	Creating Business Value with AI	3
MBA 6600	Strategic Implementation of AI Systems	3
MBA 6950	AI for Business Capstone	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, CRIMINAL JUSTICE LEADERSHIP CONCENTRATION (36 cr.)

The Master of Business Administration in Criminal Justice Leadership at Waldorf University provides students with the knowledge and skills they need to rise through the ranks to leadership or executive positions in their organizations within an ever-changing legal environment. This is accomplished through required core advanced classes in economics, leadership, accounting for managerial decision making, human resource management, public finance and budgeting, research methods, and management information systems. In addition, courses specific to current criminal justice leadership covering ethics for public administration, leadership development and coaching, leadership and management skills for criminal justice administration, critical analysis of criminal justice administration, and criminal justice policy analysis and socio-cultural systems.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
HRM 5200	Emerging Trends in Human Resource Management	3
MBA 5401	Management Information Systems	3

ORG 5100	Leadership Theory and Practice	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
PA 5305	Public Finance and Budgeting	3

Criminal Justice Leadership Concentration
Required ..... 15 cr.

PA 5302	Ethics for Public Administration	3
ORG 6000	Leadership Development and Coaching	3
CRJ 5200	Leadership and Management Skills for Criminal Justice Administration	3
CRJ 5390	Critical Analysis of Criminal Justice Administration	3
CRJ 6800	Criminal Justice Policy Analysis and Socio-Cultural Systems	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, CYBERSECURITY CONCENTRATION (36 cr.)

The Master of Business Administration in Cybersecurity combines specialized cybersecurity expertise with a comprehensive business administration curriculum. This unique program allows students to focus on the critical area of cybersecurity while benefiting from a broader understanding of business principles.

PLO 1.A. Students will explain how key international factors affect business.
PLO 2.A. Students will analyze processes that influence the control and management of organizations.
PLO 3.A. Students will apply the various theories and methods associated with employee motivation and morale. PLO 4.A. Students will evaluate the concepts of professional integrity.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
HRM 5200	Emerging Trends in Human Resource Management	3
ORG 5100	Leadership Theory and Practice	3
MBA 5401	Management Information Systems	3
MKT 5900	Advanced Marketing	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Cybersecurity Concentration Required ..... 15cr.

CYB 5000	Organizational Strategies for Cybersecurity	3
CYB 5100	Legal Aspects of Privacy and Compliance	3
CYB 6000	Enterprise Security Infrastructure and Design	3
CYB 6100	Advanced Cyber Warfare and Applications	3
CYB 6200	Cybersecurity Incident Response Examination	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum

- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, EMERGENCY MANAGEMENT LEADERSHIP CONCENTRATION (36 cr.)

The Master of Business Administration in Emergency Management Leadership at Waldorf University provides students with the knowledge and skills they need to be successful leaders or executives in today's challenging emergency management environment. This is accomplished through required core advanced classes in economics, leadership, accounting for managerial decision-making, human resource management, financial management, research methods, and management information systems. In addition, courses specific to emergency management cover principles of emergency management, legal aspects of emergency management, interagency disaster management, risk management, and leadership and decision-making in emergency management.

Major Required..... 21 cr.

ORG 5100	Leadership Theory and Practice	3
ACC 5301	Accounting for Decision Making	3
HRM 5200	Emerging Trends in Human Resource Management	3
MBA 5401	Management Information Systems	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Emergency Management Leadership Concentration Required 15cr.

EMG 5000	Emergency Management	3
EMG 5100	Legal Aspects of Emergency Management	3
EMG 5300	Interagency Disaster Management	3
EMG 6300	Risk Management	3
EMG 6305	Leadership and Decision Making in Emergency Management	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, FIRE/RESCUE EXECUTIVE LEADERSHIP CONCENTRATION (36 cr.)

The Master of Business Administration in Fire/Rescue Executive Leadership at Waldorf University provides students with the knowledge and skills they need to be successful in today's technical, legal, and public finance climate. This is accomplished through required core advanced classes in economics, crisis communication for leadership, accounting for managerial decision-making, human resource management, public finance and budgeting, research methods, and management information systems. In addition, courses specific to current fire/rescue executive leadership cover leadership theory and practice, leadership development and coaching, the fire/rescue executive's role in community risk reduction, the fire/rescue executive's role in emergency management, and executive leadership for fire/rescue officers.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
COM 5360	Crisis Communication for Leadership	3
HRM 5200	Emerging Trends in Human Resource Management	3
MBA 5401	Management Information Systems	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
PA 5305	Public Finance and Budgeting	3

Fire/Rescue Executive Leadership Concentration Required…….15cr.

ORG 5100	Leadership Theory and Practice	3
ORG 6000	Leadership Development and Coaching	3
FSC 6200	The Fire/Rescue Executive's Role in Community Risk Reduction	3
FSC 6400	The Fire/Rescue Executive's Role in Emergency Management	3
FSC 6800	Executive Leadership for Fire/Rescue Officers	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, HEALTH CARE MANAGEMENT CONCENTRATION (36 cr.)

The MBA with a concentration in Health Care Management provides students with the knowledge and skills they need to be successful in today's global business. This program emphasizes not only the skills of controlling and managing various health care organizations but also the development of the ability to plan for and react to the dynamic health care environment.

PLO 1. Analyze processes that influence the control and management of healthcare operations and organizations.
PLO 2. Apply the various theories and methods associated with team building, employee motivation, and morale specific to healthcare management.
PLO 3. Evaluate the concepts of professional integrity in healthcare.
PLO 4. Explain how changing environmental factors affect business-related healthcare issues

Major Required……..... 21 cr.

ACC 5301	Management Applications of Accounting	3
HCM 6000	Health Care Strategic Planning and Marketing	3
HCM 6100	Health Field Human Resource Management	3
HCM 6200	Health Care Budgeting and Financing Management	3
MBA 5401	Management Information Systems	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3

Health Care Management ..... 15 cr.
Concentration Required

HCM 5000	Emerging Issues in Health Administration	3

HCM 5100	Building Professional Teams	3
HCM 5200	Self Care for Health Professionals	3
HCM 6400	Health Care Professionalism	3
HCM 6900	Ethical Leadership in Healthcare	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, HUMAN RESOURCES CONCENTRATION (36 cr.)

The Master of Business Administration in Human Resources (HR) at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. This is accomplished through required core advanced classes in economics, marketing, accounting for managerial decision-making, leadership, financial management, research methods, and management information systems. In addition, courses specific to current human resource management cover principles of human resource management, ethics for business leadership, leadership development and coaching, measuring HR and change impact, and organization development. This program will prepare students to be leaders of human resources on a departmental or corporate executive level.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
ORG 5100	Leadership Theory and Practice	3
MBA 5401	Management Information Systems	3
MKT 5900	Advanced Marketing	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Human Resources Concentration Required ..... 15cr.

HRM 5200	Emerging Trends in Human Resource Management	3
HRM 5300	Ethics for Business Leadership	3
HRM 6000	Leadership Development and Coaching	3
HRM 6400	Measuring HR and Change Impact	3
HRM 6800	Organization Development	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, INSTRUCTIONAL DESIGN AND TECHNOLOGY CONCENTRATION (36 cr.)

The IDT concentration provides students with the knowledge and skills they need to be successful instructional designers in today's public or private environments as organizations seek to be successful in a global business climate. Students will learn how to apply a theory-based, systematic approach in the design of instructional activities with a focus on online learning and digital media.

PLO 1.A. Evaluate how instruction, assessment, and feedback influence the development of a learner's mastery of skills and content.
PLO 2.A. Appraise the benefits associated with lifelong learning
PLO 3.A. Apply the systems approach to designing instruction
PLO 4.A. Develop theory-based instruction
PLO 5.A. Evaluate the effectiveness of learning activities.
PLO 6. Evaluate the effectiveness of learning activities.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
ORG 5100	Leadership Theory and Practice	3
MBA 5401	Management Information Systems	3
MKT 5900	Advanced Marketing	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Instructional Design and Technology Concentration Required 15

EDP 5100	Learning Theories for Instruction	3
EDU 5000	Adults as Learners	3
IDT 5100	Instructional Systems Design	3
IDT 5200	Online Learning and Management Systems	3
IDT 5300	Digital Media	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, LEADERSHIP CONCENTRATION (36 cr.)

Waldorf's Master of Business Administration with a concentration in leadership takes a strategic approach to planning, implementing and executing organizational change. This degree program enables students to assess their own strengths, talents and opportunities objectively, and teaches them to transform those assets into actionable steps that can influence and improve business practices.

Major Required of All Concentrations ..... 21 cr.

ACC 5301	Management Applications of Accounting	3
HCM 6000	Health Care Strategic Planning and Marketing	3
HCM 6100	Health Field Human Resource Management	3
HCM 6200	Health Care Budgeting and Financing Management	3
MBA 5401	Management Information Systems	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3

Leadership ..... 15 cr.
Concentration Required

ORG 5000	Personal Leadership Development	3

ORG 5100	Leadership Theory & Practice	3
ORG 6600	Culture of Learning Organizations	3
ORG 6700	Organizational Culture and the Application of Diversity Theory	3
ORG 6800	Organization Development	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, SPORT MANAGEMENT CONCENTRATION (36 cr.)

The Master of Business Administration in Sport Management at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business and public financing climate, as well as integrated value chains. This is accomplished through required core advanced classes in economics, marketing, accounting for managerial decision-making, human resource management, financial management, research methods, and leadership. In addition, courses specific to current sport management covering emerging trends in sport management, public finance and budgeting, leadership development and coaching, and two courses in strategic management in sport.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
HRM 5200	Emerging Trends in Human Resource Management	3
ORG 5100	Leadership Theory and Practice	3
MKT 5900	Advanced Marketing	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Sport Management Concentration Required ..... 15cr.

SMT 5200	Emerging Trends in Sport Management	3
PA 5305	Public Finance and Budgeting	3
ORG 6000	Leadership Development and Coaching	3
SMT 6400	Strategic Marketing in Sport	3
SMT 6800	Strategic Management in Sport	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, MARKETING CONCENTRATION (36 cr.)

The Master of Business Administration in Marketing at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. This is accomplished through required core advanced classes in economics, leadership, accounting for managerial decision-making, human resource management, financial management, research methods, and management information systems. In addition, courses specific to current marketing management covering strategic marketing, marketing research, new product marketing, business to business marketing, and advanced marketing. This program is intended to prepare

marketing professionals for advancement to the executive level by providing the tools necessary to enable them to operate within a large organization or as an independent marketing entity.

Major Required ..... 21 cr.

ORG 5100	Leadership Theory and Practice	3
ACC 5301	Accounting for Decision Making	3
HRM 5200	Emerging Trends in Human Resource Management	3
MBA 5401	Management Information Systems	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Marketing Concentration Required ..... 15cr.

MKT 5500	Strategic Marketing	3
MKT 5600	Marketing Research	3
MKT 5700	New Product Marketing	3
MKT 5800	Business to Business Marketing	3
MKT 5900	Advanced Marketing	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, PROJECT MANAGEMENT CONCENTRATION (36 cr.)

The Master of Business Administration in Project Management at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. This is accomplished through required core advanced classes in economics, marketing, accounting for managerial decision-making, human resource management, financial management, leadership, and management information systems. In addition, courses specific to current project management cover the principles of project management, research methods, management project teams, project management strategy and tactics, and managing complex projects. This program enables project managers to transition to the roles of leadership and decision-making over multiple project managers and projects.

Major Required ..... 21 cr.

ACC 5301	Accounting for Decision Making	3
HRM 5200	Emerging Trends in Human Resource Management	3
ORG 5100	Leadership Theory and Practice	3
MBA 5401	Management Information Systems	3
MKT 5900	Advanced Marketing	3
MBA 6053	Economics for Managers	3
MBA 6081	Corporate Finance	3

Project Management Concentration Required ..... 15cr.

PMP 5100	Project Management	3
PMP 5600	Research Methods	3
PMP 5800	Managing Project Teams	3
PMP 6100	Project Management Strategy and Tactics	3
PMP 6300	Managing Complex Projects	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF BUSINESS ADMINISTRATION, PUBLIC ADMINISTRATION CONCENTRATION (36 cr.)

Major Required of All Concentrations ..... 21 cr.

ACC 5301	Management Applications of Accounting	3
HCM 6000	Health Care Strategic Planning and Marketing	3
HCM 6100	Health Field Human Resource Management	3
HCM 6200	Health Care Budgeting and Financing Management	3
MBA 5401	Management Information Systems	3
MBA 5652	Research Methods	3
MBA 6053	Economics for Managers	3

Public Administration Concentration Required ..... 15cr.

COM 5360	Crisis Communication and Leadership	3
PA 5302	Ethics for Public Administration	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3
PA 6304	Local Government Planning	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF EDUCATION, INSTRUCTIONAL DESIGN AND TECHNOLOGY CONCENTRATION (36 cr.)

The Master of Education in Instructional Design and Technology at Waldorf University prepares educational professionals to apply a systematic theory-based approach to design learning activities. Students learn to analyze needs and provide and evaluate training solutions to instructional problems. These specialized skills may be applied in the classroom with students at all educational levels as well as in other professions requiring the development of instructional materials.

PLO 1.A. Evaluate how instruction, assessment, and feedback influence the development of a learner's mastery of skills and content.
PLO 2.A. Appraise the benefits associated with lifelong learning
PLO 3.A. Apply the systems approach to designing instruction
PLO 4.A. Develop theory-based instruction
PLO 5.A. Evaluate the effectiveness of learning activities.
PLO 6. Evaluate the effectiveness of learning activities.

Major Required ..... 24 cr.

Instructional Design and Technology Concentration……..12 cr.

TOTAL 36

Major Required..... 24 cr.

EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills & Team Building	3
EDU 5101	Culture of Continuous Improvement in Education	3
EDU 5200	Building Professional & Community Relations	3
EDU 5400	Instructional Strategies	3
EDU 5700	Digital Strategies for the 21st Century	3
EDU 6000	Assessment, Learning, and Action Research	3
EDU 6800	Program Evaluation	3

Instructional Design and Technology Concentration Required…… 12 cr.

EDP 5100	Learning Theories for Instruction	3
IDT 5100	Instructional Systems Design	3
IDT 5200	Online Learning and Management Systems	3
IDT 5300	Digital Media	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF EDUCATION, LEADERSHIP CONCENTRATION (36 cr.)

The Master of Education, Leadership Concentration program at Waldorf University is designed to help working education professionals bolster their teaching effectiveness, refine their leadership skills, and grow their potential in the education field. The goal of an effective teacher is to maximize their students' engagement, creating a positive and inclusive learning environment while establishing a culture of continuous education in their classrooms.

PLO 1.A. Graduates of the program will define effective leadership attributes.
PLO 1.B. Graduates of the program will evaluate leadership behavior and motivation.
PLO 1.C. Graduates of the program will analyze how leaders achieve mutual influence within an organization by embracing ethical leadership practices.
PLO 2.A. Graduates of Waldorf's M.Ed. (Leadership Concentration) will cultivate a positive school culture by embracing best practices for communication within the field.
PLO 2.B. Graduates of Waldorf's M.Ed. (Leadership Concentration) will develop skills to foster a positive school culture by creating collaboration opportunities for multiple stakeholders.
PLO 3.A. Graduates of Waldorf's M.Ed. (Leadership Concentration) will apply research (i.e., scholarly literature review) to analyze the relationship between student and institutional data.
PLO 3.B. Graduates of Waldorf's M.Ed. (Leadership Concentration) will apply research to demonstrate how data collection can impact learning models and student success.

Major Required ..... 21 cr.

Leadership Concentration ..... 15 cr.

TOTAL 36

Major Required ..... 21 cr.

EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills & Team Building	3
EDU 5101	Culture of Continuous Improvement in Education	3
EDU 5102	Student-Centered Differentiated Instruction	3
EDU 5200	Building Professional & Community Relations	3
EDU 6000	Assessment, Learning, and Action Research	3
EDU 6100	Classroom Management for Effective Learning	3

Leadership Concentration ..... 15 cr.

ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3
ORG 6600	Culture of Learning Organizations	3
ORG 6700	Organizational Culture and the Application of Diversity Theory	3
EDU 6900	M.Ed. Capstone	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF EDUCATION, SELF-DESIGNED CONCENTRATION (36 cr.)

The Master of Education Self-Designed Concentration provides educational professionals the platform to increase educational effectiveness in various domains within education, all from the convenience of the online environment. A self-designed graduate-level education degree will help educators improve their command of opportunities within educational environments, increase credibility within the profession, and prepare them for career advancement. This degree is perfect for current educators interested in pursuing careers either in schools or educational support markets. This program does not lead to licensure.

PLO 1 Graduates of the program will develop core expertise required in educational environments.
PLO 2 Graduates of the program will examine effective teaching and learning techniques.
PLO 3 Graduates of the program will apply their professional goals to create a self-designed concentration.

Major Required.....21 cr.
Self-Designed Concentration.....15 cr.

TOTAL 36

Major Requirements.....21 cr.

EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills & Team Building	3
EDU 5101	Culture of Continuous Improvement in Education	3
EDU 5102	Student-Centered Differentiated Instruction	3

EDU 5200	Building Professional & Community Relations	3
EDU 6000	Assessment, Learning, and Action Research	3
EDU 6100	Classroom Management for Effective Learning	3

Self-Designed Concentration .....15 cr.

EDU/IDT	EDU or IDT Course 1	3
EDU/IDT	EDU or IDT Course 2	3
EDU/IDT	EDU or IDT Course 4	3
EDU/IDT	EDU or IDT Course 5	3
EDU 6900	M.Ed. Capstone	3

Students can select any four (4) graduate level education (EDU), or instructional design (IDT) courses not already used to satisfy program requirements. EDU 6900 is a required course for the Self-Designed Concentration.

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF EDUCATION, SOCIAL EMOTIONAL LEARNING CONCENTRATION (36 cr.)

The Erin Gruwell-inspired concentration in social-emotional learning (SEL) provides educational professionals with skills and understanding to become agents of positive transformative change by promoting the principles of self-awareness, social acceptance, relationship building, inclusivity, and emotional well-being both inside and outside of the classroom.

PLO 1.A Analyze strategies for effective classroom management for diverse populations. (M.Ed. specific.)
PLO 2.A Create a professional action plan focused on continuous improvement efforts in education. (M.Ed. specific)
PLO 3.A Appraise the relationship between student and institutional data. (M.Ed. specific)
PLO 4.A Apply the principles of social-emotional learning to create a community action plan to increase collaborative efforts with local law enforcement. (SEL specific)

Major Required ..... 21 cr.
Social and Emotional Learning Concentration ..... 15 cr.

TOTAL 36

M.Ed. Major Requirements ..... 21 cr.

EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills & Team Building	3
EDU 5101	Culture of Continuous Improvement in Education	3
EDU 5102	Student-Centered Differentiated Instruction	3
EDU 5200	Building Professional & Community Relations	3
EDU 6000	Assessment, Learning, and Action Research	3
EDU 6100	Classroom Management for Effective Learning	3

Social and Emotional Learning Concentration ..... 15 cr.

EDU 5010	Foundations of Social-Emotional Learning	3
EDU 5030	Social-Emotional Learning – Pedagogy & Practice	3
EDU 5050	SEL: Social-Emotional Well-Being I	3
EDU 5070	SEL: Social-Emotional Well-Being II	3
EDU 6900	M.Ed. Capstone	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF EDUCATION, TEACHING AND LEARNING CONCENTRATION (36CR.)

The Master of Education, Teaching and Learning Concentration s designed to help working education professionals bolster their teaching effectiveness, refine their leadership skills and grow their potential in the education field. The goal of an effective teacher is to maximize their students' engagement, creating a positive and inclusive learning environment while establishing a culture of continuous education in their classrooms.

PLO 1.A. Graduates of the program will define effective teaching attributes. PLO 1.B. Graduates of the program will examine effective teaching.
PLO 1.C. Graduates of the program will evaluate personal attributes and opportunities for effective teaching.
PLO 2.A. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will develop applied knowledge and skills that are tailored to a field of practice.
PLO 2.B. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will develop skills to make ethical decisions in their organizations using "self-as-instrument."
PLO 3.A. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will apply research (i.e., scholarly literature review) to inform ethical decision-making.
PLO 3.B. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will develop data-informed methods to develop practices of diversity and inclusion using action research.

Major Required 21
cr. Teaching and Learning Concentration ..... 15 cr.

TOTAL 36

M.Ed. Major Requirements ..... 21 cr.

EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills & Team Building	3
EDU 5101	Culture of Continuous Improvement in Education	3
EDU 5102	Student-Centered Differentiated Instruction	3
EDU 5200	Building Professional & Community Relations	3
EDU 6000	Assessment, Learning, & Action Research	3
EDU 6100	Classroom Management for Effective Learning	3

Teaching and Learning Concentration ..... 15 cr.

EDU 5400	Instructional Strategies	3
EDU 5500	Becoming a Reflective Practitioner	3
EDU 5700	Digital Strategies for the 21st Century	3
ORG 5000	Personal Leadership Development	3
EDU 6900	M.Ed. Capstone	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF ARTS IN HEALTH CARE MANAGEMENT

The Master of Arts in Health Care Management is the perfect progression for those working in or interested in health care who aspire to make a difference in the health care management and administration fields. This degree program can leverage student's real-world knowledge to help students better understand their current leadership role or how to navigate the path to leadership in the health care arena.

PLO 1.A. Demonstrate knowledge of the U.S. healthcare industry and its delivery systems, including innovations in how healthcare is delivered.
PLO 2.A. Demonstrate knowledge of expectations for professional ethics in healthcare organizations as established by the American College of Healthcare Executives; and application of ethical and legal considerations in assignments, cases, and projects.
PLO 3.A. Organizational awareness will be demonstrated by the ability to understand and learn the formal and informal decision-making structures and power relationships in an organization. This includes the ability to identify organizational decision-makers and those who influence them, and predict how events affect individuals and groups, and shape organizations
PLO 4.A. Innovative thinking will be demonstrated by the ability to apply complex concepts, develop creative solutions or use previous solutions in creative and adaptive ways for breakthrough thinking in the field.
PLO 4.B. Demonstrate the ability to see oneself as a leader, from forming and directing a team that possesses balanced capabilities to setting its mission, values, and norms; holding team members accountable individually and as a group to achieve results.
PLO 5.A. Demonstrate understanding of managerial responsibility in creating and maintaining a culture of regulatory compliance (e.g., knowledge of requirements for reporting privacy breaches, reducing regulatory risks, and conducting research with human subjects).
PLO 5.B. Demonstrate knowledge and understanding of concepts, theories, laws, tools, and practices in budgeting, financial reporting and control.
PLO 5.C. Demonstrate the ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessment, alternative compensation and benefits methods, and the alignment of human resources practices and processes to meet the strategic goals of the organization.

Major Required ..... 36 cr.

TOTAL 36

Major Required ..... 36 cr.

ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3

ORG 6700	Organizational Culture and the Application of Diversity Theory	3
HCM 6000	Health Care Strategic Planning and Marketing	3
HCM 6100	Health Field Human Resource Management	3
HCM 6200	Health Care Budgeting and Financial Management	3
HCM 6400	Health Care Professionalism	3
HCM 6900	Ethical Leadership in Health Care	3
HCM 5000	Emerging Issues in Health Administration	3
HCM 5100	Building Professional Teams	3
HCM 5200	Self-Care for Health Care Professionals	3
ORG 6900	Leading Complex Change	3

MASTER OF ARTS IN HEALTH CARE MANAGEMENT CONCENTRATIONS

Major Required of All Concentrations ..... 21 cr.

HCM 5000	Emerging Issues in Health Administration	3
HCM 5200	Self-Care for Health Care Professionals	3
HCM 6000	Health Care Strategic Planning and Marketing	3
HCM 6100	Health Field Human Resource Management	3
HCM 6200	Health Care Budgeting and Financial Management	3
HCM 6400	Health Care Professionalism	3
HCM 6900	Ethical Leadership in Health Care	3

Project Management ..... 15 cr.

Concentration Required:

PMP 5100	Project Management	3
PMP 5600	Research Methods	3
PMP 5800	Managing Project Teams	3
PMP 6100	Project Management Strategy and Tactics	3
PMP 6300	Managing Complex Projects	3

Healthcare Quality Management..... 15 cr.

Concentration Required:

HQM 5000	Fundamentals of Healthcare Improvement	3
HCM 5200	Quality and Safety in Healthcare	3
HQM 5400	Regulations in Healthcare	3
HQM 6000	Data Analytics	3
PMP 5600	Research Methods	3

Human Resources ..... 15 cr.

Concentration Required:

HRM 5200	Emerging Trends in Human Resource Management	3
HRM 5300	Ethics for Business Leadership	3

HRM 6000	Leadership Development and Coaching	3
HRM 6400	Measuring HR and Change Impact	3
HRM 6800	Organization Development	3

Marketing ..... 15 cr.

Concentration Required:

MKT 5500	Strategic Marketing	3
MKT 5600	Marketing Research	3
MKT 5700	New Product Marketing	3
MKT 5800	Business to Business Marketing	3
MKT 5900	Advanced Marketing	3

Leadership ..... 15 cr.

Concentration Required:

ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3
ORG 6600	Culture of Learning Organizations	3
ORG 6700	Organizational Culture and the Application of Diversity Theory	3
ORG 6800	Organization Development	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP–NONCONCENTRATION

The Master of Arts in Organizational Leadership at Waldorf University is designed to develop students' leadership and equip them to use that leadership as an instrument for organizational change. Students evaluate their talents and opportunities for leadership, develop leadership knowledge and skills that can be directly applied to their chosen career fields, sharpen their decision-making as leaders, and learn how to shape organizational culture.

PLO 1.A. Learners will evaluate the "use of self" approach to leadership and its contribution to the development of essential leadership skills.

PLO 2.A. Learners will evaluate leadership approaches through scholarly research.

PLO 2.B. Learners will conduct data-informed decision-making using action research.

PLO 3.A. Learners will use their diagnosis, communication, and adaptation skills to design solutions that effectively address the needs of an organization in their field of study.

PLO 3.B. Learners will use their diagnosis, communication, and adaptation skills to implement solutions that effectively address the needs of an organization in their field of study.

Major Required 15

Professional Electives ..... 9 cr.

Non-concentration Options ..... 12 cr.

TOTAL 36

Major Required ..... 15 cr.

ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3
ORG 6600	Culture of Learning Organizations	3
ORG 6700	Organizational Culture and the Application of Diversity Theory	3
ORG 6900	Leading Complex Change	3

Professional Electives ..... 9 cr.

Choose three courses from the following, or any course numbered at or above the 5000-level (or equivalent) that is not used to satisfy other degree requirements

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5300	Ethics for Business Leadership	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3
PA 6304	Local Government Planning	3

Students may not take HRM 5300, HRM 6000, or HRM 6800 as Professional Electives.

Non-concentration Options 12

ORG 5800	Managing Project Teams	3
ORG 6000	Leadership Development and Coaching	3
ORG 6800	Organization Development	3
ORG	Choose an additional 5000 or 6000 ORG course not used to satisfy other degree requirements	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP APPLIED LEADERSHIP CONCENTRATION

The Applied Leadership Concentration track requires successful completion of a minimum of 15 credits in the concentration area. Students have the option of completing a second Applied Leadership Concentration by meeting the 15-credit requirement under both concentrations.

There are seven concentrations to select from: Criminal Justice Leadership, Emergency Management Leadership, Fire/Rescue Executive Leadership, Healthcare Administration, Human Resource Management, Public Administration Leadership, Sport Management, and Teacher Leader.

Major Required ..... 15 cr.

Professional Electives
and Concentration Required ..... 21 cr.

TOTAL 36

Major Required of All Concentrations..... 15 cr.

ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3

ORG 6600	Culture of Learning Organizations	3
ORG 6700	Organizational Culture and the Application of Diversity Theory	3
ORG 6900	Leading Complex Change	3

Criminal Justice Leadership Professional Electives

Choose two (2) of the following five courses

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5800	Managing Project Teams	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3

Criminal Justice Concentration Required:

PA 5302	Ethics for Public Administration	3
ORG 6000	Leadership Development and Coaching	3
CRJ 5200	Leadership and Management Skills for Criminal Justice	3
CRJ 5390	Critical Analysis of Criminal Justice Administration	3
CRJ 6800	Criminal Justice Policy Analysis and Socio-Cultural Systems	3

Emergency Management Leadership Professional Electives

Choose one (1) of the following four courses:

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5300	Ethics for Business Leadership	3
ORG 5800	Managing Project Teams	3

Emergency Management Concentration Required:

EMG 5000	Emergency Management	3
EMG 5100	Legal Aspects of Emergency Management	3
EMG 5300	Interagency Disaster Management	3
EMG 6300	Risk Management	3
EMG 6305	Leadership and Decision Making in Emergency Management	3
EMG 6700	Case Studies in Natural and Man-made Disasters	3

Fire/Rescue Executive Leadership* Professional Electives

Choose three (3) of the following five courses

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5800	Managing Project Teams	3
PA 5302	Ethics for Public Administration	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3

Fire/Rescue Executive Leadership Concentration Required:

ORG 6000	Leadership Development and Coaching	3
FSC 6200	The Fire/Rescue Executive's Role in Community Risk Reduction	3

FSC 6400	The Fire/Rescue Executive's Role Emergency Management	3
FSC 6800	Executive Leadership for Fire/Rescue Officers	3

Executive Fire Officer

Executive Fire Officer Course Credit: Waldorf University will accept transfer credit for the United States Fire Administration's Executive Fire Officer (EFO) program completed at the National Fire Academy (NFA). Students successfully completing the NFA EFO program will receive transfer credit as indicated: a) 3 credit hours of elective credit for FSC 6200, b) 3 credit hours of elective credit for FSC 6400, and c) 3 credit hours of elective credit for FSC 6800.

Healthcare Management Concentration Professional Electives

Choose one (1) of the following three courses

COM 5360	Crisis Communications and Leadership	3
EMG 5300	Interagency Disaster Management	3
ORG 5800	Managing Project Teams	3

Healthcare Management Concentration Required

HCM 5000	Emerging Issues in Health Administration	3
HCM 5100	Building Professional Teams	3
HCM 5200	Self Care for Health Professionals	3
HCM 6100	Health Field Human Resource Management	3
HCM 6200	Health Care Budgeting and Financial Management	3
HCM 6900	Ethical Leadership in Healthcare	3

Human Resource Development Professional Electives

Choose two (2) of the following five courses

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5800	Managing Project Teams	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3

Human Resource Development Concentration Required

ORG 5200	Emerging Trends in Human Resource Management	3
ORG 5300	Ethics for Business Leadership	3
ORG 6000	Leadership Development and Coaching	3
ORG 6400	Measuring HR and Change Impact	3
ORG 6800	Organization Development	3

Public Administration Leadership Professional Electives

Choose one (1) of the following three courses

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5300	Ethics for Business Leadership	3

Public Administration Leadership Concentration Required

ORG 5800	Managing Project Teams	3
ORG 6000	Leadership Development and Coaching	3
PA 5302	Ethics for Public Administration	3
PA 5305	Public Finance and Budgeting	3

PA 5306	Public Policy	3
PA 6304	Local Government Planning	3

Teacher Leader Concentration Required

ORG 6000	Leadership Development and Coaching	3
EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills and Team Building	3
EDU 5102	Student-Centered Differentiated Instruction	3
EDU 5200	Building Professional and Community Relations	3
EDU 6000	Assessment, Learning, and Action Research	3
EDU 6900	M.Ed. Capstone	3

Social Emotional Learning Concentration Required

EDU 5000	Adults as Learners	3
EDU 5100	Personal Leadership Skills and Team Building	3
EDU 5200	Building Professional and Community Relations	3
EDU 6000	Assessment, Learning, and Action Research	3
EDY 6900	M.Ed. Capstone	3

Sport Management Professional Electives

Choose two (2) of the following five courses

COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5300	Ethics for Business Leadership	3
ORG 5800	Managing Project Teams	3
PA 5306	Public Policy	3

Sport Management Concentration Required:

SMT 5200	Emerging Trends in Sport Management	3
PA 5305	Public Finance and Budgeting	3
ORG 6000	Leadership Development and Coaching	3
SMT 6400	Strategic Marketing in Sport	3
SMT 6800	Strategic Management in Sport	3

Master's degree requirements:

- Successful completion of 36-credit hours curriculum
- Minimum 3.00 cumulative GPA
- Grade of B or higher in all required courses and professional electives

GRADUATE COURSE DESCRIPTIONS

ACC 5301 Management Applications for Accounting (3 cr.)
Focuses on how accounting information is used to make current and future strategic business decisions with an emphasis on ethical behavior that meets compliance and regulatory requirements. This course also focuses on applications of accounting-related concepts and reporting requirements in a global business environment.

AI 5100 Core Concepts and Applications of AI (3cr.)
This comprehensive overview course covers AI technology, including generative and predictive models and their practical use in today's environment. Prompt engineering for results is covered, in addition to refining prompts. Students learn the essentials of how to evaluate AI technologies to impact their professions.

COM 5360 Crisis Communication and Leadership (3 cr.)
Explores strategies for leading and communicating effectively with both internal and external audiences during crisis situations. Discusses the development of a communication plan and how to craft and deliver messaging during a crisis situation.

CRJ 5200 Leadership and Management Skills for Criminal Justice (3 cr.)
Leadership is an essential element for criminal justice professionals. Developing an effective management style is an important component of advancement. This course is designed for students to integrate research with real-world experiences involved in becoming a leader in the criminal justice field. Students will analyze and assess research that delves into the many leadership and management styles within criminal justice. (Prerequisite: ORG 5100)

CRJ 5390 Critical Analysis of Criminal Justice Administration (3 cr.)
An overview of organizational theory and principles of administration that provides studies of structure, function, and processes of criminal justice system administrations (law enforcement, courts, and corrections) as well as theoretical assessment and trends. (Prerequisite CRJ 5200)

CRJ 6800 Criminal Justice Policy Analysis and the Socio-Cultural System (3 cr.)
Beginning in the 1970s, the United States has seen a shift in punishment philosophies, which has resulted in one of the highest rates of incarceration in the world. This course will provide an analysis of these decisions and their implications on the criminal justice system (law enforcement, courts, and corrections), as well as society. (Prerequisites CRJ 5200 and CRJ 5390)

CYB 5000 Organizational Strategies for Cybersecurity (3 cr.)
This comprehensive course is designed to equip students with strategic insights and practical knowledge essential for navigating the complex landscape of cybersecurity within organizational settings. Through an in-depth exploration of cybersecurity principles, risk management, and compliance frameworks, students will develop a nuanced understanding of the critical role that organizational strategies play in safeguarding digital assets and mitigating cyber threats.

CYB 5100 Legal Aspects of Privacy and Compliance (3 cr.)
This course explores the laws and policies governments, organizations, and individuals leverage to protect the confidentiality, integrity, and availability of information and technology. This course explores various legal issues that arise in cyberspace, including contracting online, common and tort law, cybercrime, jurisdiction, security and privacy issues and practices, and intellectual property protection. It delves into industry-specific legal, privacy, and ethical considerations in the areas of healthcare, financial reporting, government information, and protecting children online. Lastly, the course provides students with tools for ethical-decision making in a security and privacy context.

CYB 6000 Enterprise Security Infrastructure and Design (3 cr.)
This course introduces enterprise infrastructure design; including hardware, software, policies, and business processes. Emphasis is placed on integrating security solutions and theories in alignment with business objectives to achieve sustainability, reliability, and availability while deterring threats from cyberattacks. This course also introduces students to the NIST Cybersecurity Framework, providing a foundation to formulating a strategy for cybersecurity program design.

CYB 6100 Advanced Cyber Warfare and Applications (3 cr.)
This course will provide students with an overview of the various attacks and the countermeasures organizations can use to defend themselves. Exploring concepts such as defense-in-depth, layered security, vulnerability assessments, risk management, governance and compliance, and encryption; students will become familiar with prevention and protection theories, best practices, and strategies to securing corporate data (intellectual property). This course will conclude with an exploration of the various hacker psychologies and the differences between black-hat, grey-hat, and white-hat.

CYB 6200 Cybersecurity Incident Response and Examination (3 cr.)
This course will cover the principles of cybersecurity incident response and forensics which include a recommended set of forensic principles to provide specific methods to identify and the management of security related events. Discussion will focus on how to leverage practices used by industry to identify and analyze forensic data received from devices and the responsible actions to manage a security incident. Students will learn proper cyber defense, evaluation, and response methods that are inherent in today's ever changing technology landscape.

EDP 5100 Learning Theories for Instruction (3 cr.)
Reviews various theoretical approaches to learning. In this course, students compare essential elements of instructional design learning theory, select a theory, and apply it appropriately in the design and development of an instructional activity.

EDU 5000 Adults as Learners (3 cr.)
Adults as Learners emphasizes learning methods, strategies, and techniques that cater to the nontraditional adult learner. This course will focus systemically at the philosophical and social context of adult education. Teacher leaders must be aware of strategies and techniques that create a rich learning environment for adults making up the educational team. Learners will leave this course with a psychological and philosophical understanding of what adults are seeking when they decide to improve themselves academically. Additionally, trends, issues, and research related to creating the most positive learning culture possible for adults will be explored.

EDU 5010 Foundations of Social-Emotional Learning (3 cr.)
The focus of this course is based upon understanding the theoretical underpinnings for social-emotional learning (SEL). Students are introduced to the process by which people apply the knowledge and skills necessary to manage emotions, set positive goals, and extend empathy to others—all while maintaining healthy relationships.

EDU 5030 Social-Emotional Learning Pedagogy and Practice (3 cr.)
The focus of this course is to apply the theoretical underpinnings of social-emotional learning (SEL) within various environments including the educational classroom, small group settings, after-school programs, and community-based centers. Students will gain knowledge and skills to teach the importance of maintaining healthy relationships in diverse environments by considering skills such as perseverance, activism, kindness, empathy, and self-motivation as positive lessons for life.

EDU 5050 SEL: Social-Emotional Well-Being I (3 cr.)
A Path to Social-Emotional Well-Being focus of this course is to extend the theoretical underpinnings of social-emotional learning (SEL) within the educational classroom setting. Students will learn how an individual's life affects him or her inside and outside of the classroom.

EDU 5070 SEL: Social-Emotional Well-Being II (3cr.)
The focus of this course is to extend the theoretical underpinnings of social-emotional learning (SEL) within various environments including the educational classroom, small group settings, after-school programs, and community-based centers. Students will gain knowledge and competency to teach the importance of diversity and inclusion by exploring various cultural and social issues.

EDU 5100 Personal Leadership Skills for Team Building (3 cr.)
Self-assessment and self-reflection are both key if leaders are to remain true to their purpose. Understanding one's own leadership style is important. Utilizing an individual's strengths and recognizing areas of needed growth is also vital if the leader is to be effective and able to assist in building stronger teams within a professional setting.

EDU 5101 Culture of Continuous Improvement in Education (3cr.)
The focus of this course is on quality and performance improvement in today's educational settings to maximize improved student learning. This will be accomplished through the examination of quality assurances, continuous quality improvement, and performance improvement using data to guide decision-making. Part of the focus will be on coaching colleagues toward high performance through professional development and professional teaming. One component of this course is to clearly define the proper role of performance evaluations.

EDU 5102 Student-Centered Differentiated Learning (3 cr.)
The principal mission of the Organizational Leadership Teacher Leader program is to help learners recognize, understand, build, and cultivate their individual leadership skills. Such skills will be realized by reflecting on leadership theories, current practice, personal leadership development, and a systemic view of leadership and the role of leaders. The program is anchored in the application and how learners utilize and model Teacher Leader "best practices" in their day-to-day professional and personal lives. (Prerequisite: EDU 5000)

EDU 5200 Building Professional and Community Relationships (3 cr.)
The 21st century work environment is anchored in teams, teamwork, and collaboration. The skills necessary to develop professional and community relationships are anchored in well-defined processes and strategies that lead to greater interaction within the educational community. Some of the areas explored are communication skills, building relationships, problem-solving strategies, facilitation skills, and expanding the walls of a traditional school setting to the broader community. (Prerequisite: EDU 5000)

EDU 5350 Ethical Use for AI in Education (3 cr.)
This course provides students with an in-depth understanding of the ethical considerations of the use of AI in education. Diversity and equity are examined in using AI. Perceptions, misperceptions, and policy considerations are covered from the viewpoint of stakeholder analysis

EDU 5400 Instructional Strategies (3 cr.)
Specific instructional strategies can have an amazing impact on certain student audiences. Understanding the best way to reach a diverse classroom setting can make a huge difference in the learning experience for each learner. The alignment of the strategy with the classroom dynamics and content can lead to greater efficiency and effectiveness for the instruction. This contributes to greater professional satisfaction for the teacher. There will be an intense comparison between the "constructivist" classroom and the traditional teacher-centered learning environment.

EDU 5500 Becoming a Reflective Practitioner (3 cr.)
Provides an overview of reflective practice in an education setting that is anchored in a framework that centers on understanding social responsibility. Learners will demonstrate a clear understanding of the use of self in their professional world as well as their personal lives.

EDU 5600 Ethical Use of AI for Education (3cr.)
This course provides students with an in-depth understanding of the ethical considerations of the use of AI in education. Diversity and equity are examined in using AI. Perceptions, misperceptions, and policy considerations are covered from the viewpoint of stakeholder analysis.

EDU 5700 Digital Strategies for 21st Century Learning (3 cr.)
This course is designed to serve as an introduction and exploration of current and emerging technologies and their applications for classroom instruction. An emphasis is placed on highlighting best practices for 21st-century Teachers and learning with technology as a tool to enrich those experiences for both the teacher and the learner.

EDU 6000 Assessment, Learning, and Action Research (3 cr.)
In an age of accountability at all levels of our educational structure, it has become vitally important to understand the linkage between assessment, learning, and action research. It is the assumption that learners come into this course with a solid understanding of assessment and the role it plays in teaching and learning. The basics of assessment will be reviewed and linked to a wide range of strategies to improve learning in our Pre-K-16 educational structure. Action research is the tool many educators use as they “repair the plane while it is flight.” The more proactive the leader is in the use of action research the more quickly logical changes can take place. (Prerequisites: EDU 5000, and EDU 5102)

EDU 6100 Classroom Management for Effective Learning (3 cr.)
As teachers work toward creating an inclusive learning environment there needs to be a balance between a purely interactive classroom environment and classroom management. Classroom management does not mean sitting in straight rows and no one talking or making eye contact. Rather, the 21st-century diverse classroom setting is managed by adults who are proactive, culturally sensitive, academically engaging, and gifted in multiple ways to motivate students academically and in positive behaviors.

EDU 6150 AI for Teaching and Curriculum (3 cr.)
This course provides students with an understanding of how AI is impacting teaching and curriculum. Students learn practical AI tools they can use to examine and improve teaching and curriculum. Emphasis is on impactful pedagogical outcomes generated from AI technologies.

EDU 6300 AI for Teaching and Curriculum (3cr.)
This course provides students with an understanding of how AI is impacting teaching and curriculum. Students learn practical AI tools they can use to examine and improve teaching and curriculum. Emphasis is on impactful pedagogical outcomes generated from AI technologies.

EDU 6600 AI for Educational Optimization (3cr.)
This course covers AI for administrative and business efficiencies within educational organizations. Students will learn how business applications can be examined and improved upon with AI. Real world case studies are used to demonstrate the impact of AI on business functions within education.

EDU 6750 AI for Educational Optimization (3 cr.)
This course covers AI for administrative and business efficiencies within educational organizations. Students will learn how business applications can be examined and improved upon with AI. Real-world case studies are used to demonstrate the impact of AI on business functions within education.

EDU 6800 Program Evaluation (3 cr.)
Provides Master of Education students a capstone experience that focuses on school improvement. Students utilize applied, social research procedures to investigate the effectiveness of a school program. (Prerequisites: EDU 5000, EDU 5100, EDU 5101, EDU 5200, EDU 5400, EDU 5700, EDU 6000, EDP 5100. IDT 5100, IDT 5200, IDT 5300)

EDU 6900 M.Ed. Capstone (3 cr.)
This capstone course enables students to synthesize and apply what they have learned throughout the M.Ed. program. Students will select a real-world education problem and research and analyze potential solutions. Emphasis is on demonstrating mastery of educational theories and concepts to improve school environments. (Prerequisites: EDU 5000, EDU 5100, EDU 5102, EDU 5200, and EDU 6000).

EMG 5000 Emergency Management (3 cr.)
This course focuses on the evolution of emergency management in the last 110 years and the role of the Federal Government. Students will investigate Hurricane Katrina to identify the breakdown of response efforts that resulted in the reconstruction of federal policies and procedures. Finally, students will study major disasters since Hurricane Katrina to assess present and future government response capabilities to a major disaster.

EMG 5100 Legal Aspects of Emergency Management (3 cr.)
Explores the basic principles and terms of law in relation to fire protection and various legal actions against people or organizations charged with emergency services management duties. Contains court cases, statutes, and regulations that have an impact on emergency service organizations. (Prerequisite EMG 5000)

EMG 5300 Interagency Disaster Management (3 cr.)
Focuses on interagency cooperation for complex crises and domestic emergencies. Reviews the coordinating mechanisms and planning tools within the disaster response community for enhanced interagency response operations. Particular attention is paid to lessons from post-9/11 and Hurricane Katrina. (Prerequisite EMG 5000)

EMG 6300 Risk Management (3 cr.)
Comprehensive foundation on the background, components, and systems involved in the management of disasters and other man-made or natural emergencies. Examples focus on the U.S. domestic system of emergency management. (Prerequisite EMG 5000)

EMG 6305 Leadership and Decision Making in Emergency Management (3 cr.)
Students demonstrate knowledge and understanding of the history, evolution and theoretical concepts, and technologies used in emergency planning and management. Students differentiate disasters and hazards and apply knowledge of the four-stage response to disaster preparedness, emergency planning, mitigation response, and recovery. Students demonstrate comprehension of theory and practice in the public sector by writing up a final emergency management policy. (Prerequisite EMG 5000)

EMG 6700 Case Studies in Natural and Man-Made Disasters (3 cr.)
A critical look at emergency services management interactions in major historical natural catastrophes, man-made disasters, or terrorist incidents through the lessons learned from case study evaluation. (Prerequisites: EMG 5000 and EMG 5300)

FSC 6200 The Fire Executive's Role in Community Risk Reduction (3 cr.)
This course examines the Executive Fire/Rescue Officer's role as a leader in community risk reduction. Students will address ways to enhance life safety and reduce multi-hazard risks within their communities. Avenues for influencing statewide officials to champion these causes will be examined. Specific areas of fire prevention, such as code enforcement, fire safety education, and fire investigation, will also be discussed.

FSC 6400 The Fire/Rescue Executive's Role in Emergency Management (3 cr.)
The course examines the Fire/Rescue Executive's role as an integral part of community and state emergency management systems. The student will apply their experience to conventional incident management concepts and analyze the effective management of various emergency incidents. Students will also analyze the preparedness of emergency operations centers.

FSC 6800 Executive Leadership for Fire/Rescue Officers (3 cr.)
The course examines the Fire/Rescue Officer's role as an executive leader. Students evaluate leadership effectiveness, comparing and contrasting approaches used by various leaders. Students also analyze legal issues and insurance grading, as well as develop procedures for job evaluation and promotion. The course concludes with strategies to enhance the Fire/Rescue Officer's life quality through personal and professional development. (Prerequisites: ORG 6000, FSC 6200 and FSC 6400)

HCM 5000 Emerging Issues in Health Administration (3 cr.)
Emerging Issues in Health Administration focuses on the role of health administration in the 21st century. Emerging issues in health care at the local, regional, and national levels will be addressed. Learners will personalize the issues by assessing the impact those issues may have on their own real-world healthcare role and future leadership roles.

HCM 5100 Building Professional Teams (3 cr.) Builds on the skills of Organizational Leadership. Learners will recognize self-assessment and selfreflection are both key if Health Administrators are to remain true to their purpose. Understanding one's own leadership style is important. Utilizing an individual's strengths and recognizing areas of needed growth is also vital if the Health Administrator is to be effective and able to assist in building stronger teams within a professional setting. (Prerequisite: HCM 5000)

HCM 5200 Self-Care for Health Professionals (3 cr.)
Who cares for the caregiver? This is a very valid question in any professional calling. Learners will be exposed to a wide variety of theories, rationale, and strategies to assist healthcare administrators' model for the organization's self-care that can enable them to be more effective leaders.
Wellness strategies will be at the core of this study. This course is an elective course for those seeking a master's degree in Health Care Management.

HCM 6000 Health Care Strategic Planning and Marketing (3 cr.)
Development of a strategic plan is vital to long-term growth and stability in Health Care. Leadership and stakeholder involvement in the development of such a plan is critical. The need to coordinate efforts in planning and implementing across departments and agencies will be a priority. Throughout the course, the learner will acquire the practical skills needed to implement a plan, design a marketing brand image, as well as develop a strategic marketing presentation to disseminate information to stakeholders.

HCM 6100 Health Field Human Resource Management (3 cr.)
Learners will learn about various aspects of human resource management as related to healthcare organizations. Specific exercises will emphasize the legal/ethical issues of treatment, health and safety of employees and patients, careers in Healthcare, labor unions in Healthcare, job analysis and design, recruiting, and selection of employees, employee benefits, training and motivating employees, and terminating employees. (Prerequisite: HCM 5000)

HCM 6200 Health Care Budgeting and Financing Management (3 cr.)
Healthcare administrators are often non-financial managers. The role of HCM 6200 is to provide the healthcare administrator with an understanding of financial management to be successful in day-to-day activities and operations. Learners will become comfortable with basic financial management principles, including understanding financial statements and ratios, preparing an operating budget, and using financial analysis to help with decision-making. (Prerequisite: HCM 5000)

HCM 6400 Health Care Professionalism (3 cr.)
Leaders need to develop the ability to align personal and organizational conduct with ethical and professional standards. This alignment includes a responsibility to the patient, the community, providers, and support services to maximize benefits to all parties. Leaders set the tone for a service-oriented environment and a commitment to lifelong learning and continuous improvement.

HCM 6900 Ethical Leadership in Healthcare (3 cr.)
Nearly every issue in healthcare is an ethical question or has ethical implications – for the patients, families, providers, and/or healthcare leaders. The core of the course is anchored in ethical decisionmaking. A wide range of case studies are used to emphasize components of how ethical decisions are made. (Prerequisite: HCM 5000, HCM 5200, HCM 6100, and HCM 6200)

HQM 5000 Fundamentals of Healthcare Improvement……..(3cr.)
Provides an overview of the principles of quality improvement including the application of evidence-based practices to improve quality of care. Examines theories, models, methods and tools and their application to quality and safety improvement challenges in healthcare.

HQM 5400 Regulations in Healthcare……(3cr.)
Provides an overview of the laws, regulations, and policies that shape the U.S. healthcare system. Emphasis is placed on understanding how cost, access, and quality influence healthcare policy development and regulatory oversight. Students examine issues related to healthcare fraud and abuse, the complexity of the payer environment, and the regulatory frameworks governing diverse healthcare delivery systems. The course develops the analytical and practical knowledge required to navigate the evolving regulatory landscape affecting healthcare organizations.

HQM 6000 Data Analytics……(3cr.)
Introduces students to the use of data analytics to support complex decision-making in healthcare and organizational environments. Emphasis is placed on both theoretical and applied concepts related to data management, including data mining, data warehousing, and analytical methodologies. Students explore emerging technologies and develop practical skills in the use of data analysis tools to transform data into meaningful insights that inform strategic and operational decisions.

HRM 5200 Emerging Trends in Human Resource Management (3 cr.)
Learners explore trends related to demographic shifts among talent, globalization, technology, and economic trends, as these trends influence HR practices such as talent acquisition, development, and retention; performance management; and organization effectiveness.

HRM 5300 Ethics for Business Leadership (3 cr.)
Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity.

HRM 6000 Leadership Development and Coaching (3 cr.)
Further developing the “use of self” as an instrument for change, learners apply critical thinking to the practice of developing and coaching people within the organization. Special focus is on developing and coaching leaders within the student’s chosen career field. (Prerequisite: HRM 5200)

HRM6400 Measuring HR and Change Impact (3 cr.)
Learners examine practical approaches for measuring human resource management functions and change initiatives, with a special focus on employee performance and organizational effectiveness. Case studies will be used to apply approaches for measurement design, data collection, analysis, and evaluation strategies for effective organizational decision-making. (Prerequisite: HRM 5200)

HRM 6800 Organization Development (3 cr.)
Learners analyze organization development (OD) processes that are designed to improve organization effectiveness. These OD processes are systematic, long-term efforts that focus on the human and social elements of organizational change.

IDT 5100 Instructional Systems Design (3 cr.)
Introduces the systematic approach to designing instruction. In this course, students analyze the components of instructional design models and apply them in the design of an instructional unit.

IDT 5200 Online Learning and Management Systems (3 cr.)
Examines the common attributes and functionality of learning management systems used in online learning. Students utilize these tools and instructional design principles to identify and apply an effective learning design for the online modality.

IDT 5300 Digital Media (3 cr.)
Investigates the educational application of digital media. This course focuses on the instructional design principles and skills needed for selecting, implementing, and evaluating multimedia and other learning technologies for instruction.

MBA 5401 Management Information Systems (3 cr.)
Considers the theory and practice of management information systems, including information requirements analysis, design methodology, and system implementation considerations. Topics include new technology convergence, management of disrupted technology, technology impacts, and business continuity planning.

MBA 5501 Advanced Marketing (3 cr.)
Provided an overview of advanced topics in marketing management, planning, strategy, analysis, and control. The course provided a domestic and international emphasis on consumer needs, industry position, competition, and ethical marketing practices. The application included the management of both traditional and digital marketing strategies towards an effective integrated marketing communication (IMC) plan. (Teachout 2023)

MBA 5600 Generative AI for Business and Organizational Leaders (3 cr.)
This course explores the potential benefits, risks, and ethics involved in a business model. Successful tactics to overcome common errors and challenges are examined in successful adoptions of this technology in business environments. Students will be exposed to successful ethical deployments in corporate environments. Diversity and equity are leveraged through competitive intelligence insights of AI. Actionable tips on how to integrate AI seamlessly into existing workflows provide students with the synergy of a leadership and policy perspective.

MBA 5652 Research Methods (3 cr.)
Introduces both the theory and practice of using quantitative and qualitative research methodological approaches to solve problems, leverage opportunities, and help achieve organizational goals. Applied research methods are illustrated, including surveys, interviews, focus groups, case studies, observations, and experimentation. Contemporary and actionable statistical procedures as well as data analysis tools are examined. Best practices for the presentation of research results also are appraised.

MBA 6053 Economics for Managers (3 cr.)
Applies economic theory to managerial decision-making and business problem-solving. Topics include demand analysis and estimation, analysis of cost and production, profit maximization under different market structures, optimal pricing, decision-making under uncertainty, and issues in international trade. This course provides an overview of the MBA program including expectations, APA guidelines, scholarly research, library, and Waldorf support.

MBA 6081 Corporate Finance (3 cr.)
Presents the fundamentals of corporate finance management, emphasizing the development of tools of analysis necessary to assess a company's financial health and value; allocate financial resources; determine cost of capital; and assess investment and business opportunities, risk-return relationships, and working capital management.

MBA 6300 Creating Business Value with AI (3 cr.)
This course provides real-world case studies about how successful AI achievers have propelled business growth through critical value drivers and essential capabilities that determine success or failure in organizational initiatives. These value-added competencies are examined from multiple perspectives, including business, technology, data, algorithmics, and organizational behavior.

MBA 6600 Strategic Implementation of AI Systems (3 cr.)
This course provides students with a strategic examination of the AI journey, across multiple organizations and industries. Applications look at essential managerial issues, affecting ethics, data management, compliance and security, employee upskilling challenges, risk management, and technology upgrading methods. These implementations focus on how AI not only increases efficiency but also enables completely new business models.

MBA 6950 AI for Business Capstone (3 cr.)
The AI for Business Capstone is designed to ensure that students understand topics such as AI tools, Automated Report Generation, Strategic Integration of AI in Business Operations and Developing an AI model for financial forecasting.

MKT 5500 Strategic Marketing (3cr.)

An overview of marketing management with an emphasis placed on enabling the marketing manager to create strategies that "fit" the product/service to the organization's distinctive competencies and its target market. Develops decision-making skills in marketing and provides an overview of the strategic marketing management process. Reviews the different methods used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy.

MKT 5600 Marketing Research (3cr.)
Introduces students to the marketing research process and the importance of market research within an organization. The course includes an exploration of the methodologies that market researchers use to compile and analyze information through the use of statistical tools. Ethical aspects of market research will also be examined.

MKT 5700 New Product Marketing (3cr.)
Explores several new product subject areas including marketing, branding, creative design, and management issues related to new product marketing. Designed for students interested in brand management and positioning in the context of both small entrepreneurial firms and large corporations. Explores the challenges faced by marketers, business managers, and consultants in bringing a new technology to the market.

MKT 5800 Business to Business Marketing (3cr.)
Provides a presentation of strategic marketing and business policies with an application of the businessto-business platform. Focus is placed on the organizational buyer and the need for a relationship-based buying structure. Concepts include the foundations of e-commerce, retailing and advertising, market research, various marketing strategies and implementation of such strategies, and the management of business marketing channels.

MKT 5900 Advanced Marketing (3cr.)
An overview of advanced topics in marketing planning, strategy, analysis, and control. Emphasis on consumer needs and analysis, market position, competition, and public policy environment related to marking activities.

ORG 5000 Personal Leadership Development (3 cr.)
Cornerstone course for the M.A. in Organizational Leadership: Learners develop the “use of self” as an instrument for change, applying critical thinking skills. Personal reflection and self-assessment are used to identify preferred learning styles and leadership tools that complement one’s style. Additionally, this course introduces learners to the Organizational Leadership program, acclimates them to the online format, and builds their identity as members of the Waldorf community.

ORG 5100 Leadership Theory and Practice (3 cr.)
Learners explore the philosophy and expression of leadership and how those aspects have changed through history. A variety of leadership theories and styles are discussed, along with their impact on today’s leadership practice.

ORG 5101 Strategic Management and Business Policy (3 cr.)
Presents an integrative analysis and case studies on the process of developing and managing business strategies. Topics include the development of corporate goals and objectives, competitive analysis, business model examination, and organizational systems design for plan implementation. (Prerequisite: ORG 5100)

ORG 5200 Emerging Trends in Human Resource Management (3 cr.)
Learners explore trends related to demographic shifts among talent, globalization, technology, and economic trends, as these trends influence HR practices such as talent acquisition, development, and retention; performance management; and organization effectiveness. (Prerequisite: ORG 5100) (Teachout 2023)

ORG 5300 Ethics for Business Leadership (3 cr.)
Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity. (Prerequisite ORG 5000)

ORG 5800 Managing Project Teams (3 cr.)
Analysis and discussion of the diverse sectors of project management leadership and team activity, as well as a wide range of organizations and topics related to project teams. Project teams are comprised of multiple job sectors and divisions. Explores project team members from project creation to completion, while managing team conflict, motivation, individual and group behavior, and strategic completion of work assignments. (Prerequisite: ORG 5100) (Teachout 2023)

ORG 6000 Leadership Development and Coaching (3 cr.)
Further developing the “use of self” as an instrument for change, learners apply critical thinking to the practice of developing and coaching people within the organization. Special focus is on developing and coaching leaders within the student’s chosen career field. (Prerequisites: ORG 5000 and ORG 5100)

ORG 6400 Measuring HR and Change Impact (3 cr.)
Learners examine practical approaches for measuring human resource management functions and change initiatives, with special focus on employee performance and organizational effectiveness. Case studies will be used to apply approaches for measurement design, data collection, analysis, and evaluation strategies for effective organizational decision-making. (Prerequisite: ORG 5000, ORG 5100, ORG 5200, and ORG 6000) (Teachout 2023)

ORG 6600 Culture of Learning Organizations (3 cr.)
Learners use a systems approach to explore group dynamics and leadership strategies for developing an effective team. Special focus is devoted to the leader’s role in influencing group dynamics to create a learning organization culture. (Prerequisites: ORG 5000 and ORG 5100)

ORG 6700 Organizational Culture and the Application of Diversity Theory (3 cr.)
Learners explore strategies for influencing and shaping an organization's culture to embrace diversity and inclusion. Emphasis is on transforming the organization's norms to foster group dynamics that honor diversity and inclusion. (Prerequisites: ORG 5000 and ORG 5100)

ORG 6800 Organization Development (3 cr.)
Learners analyze organization development (OD) processes that are designed to improve organization effectiveness. These OD processes are systematic, long-term efforts that focus on the human and social elements of organizational change. (Prerequisites: ORG 5000 and ORG 5100)

ORG 6900 Leading Complex Change (3 cr.)
Capstone for the M.A. in Organizational Leadership: Learners create a leadership project with an applied context. As part of the capstone, learners also reflect and discuss how the individual's leadership lens informs his or her chosen career field. ORG 6900 should be taken during the last term of the M.A. program. (Prerequisites: ORG 5000, ORG 5100, and ORG 6700 and should be taken in student's last term)

PA 5302 Ethics for Public Administration (3 cr.)
The Public Administration Ethics course focus is meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge and comprehension of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis engage in critical thinking and problem solving for comprehension of real problems facing public managers. Students write up their analysis and synthesis in support of an ethical decision and judgments from readings. Students will evaluate a public agency Code of Ethics for analysis and presentation to support comprehension. Ethical case studies are useful for the application of ethical constructs and written evaluations include recommendations for administrative, managerial, and leadership-responsive action. (Prerequisite: ORG 5000)

PA 5305 Public Finance and Budgeting (3 cr.)
Demonstrate both knowledge and comprehension of the foundational theories and methodological tools used in public finance and budgeting. Students will apply their knowledge and comprehension and make use of finance and budgeting methodological tools, such as cost-benefit and cost-effectiveness analysis, in the application of finance and budgetary theory to practice, create, and oversee public sector fiscal processes. Students will evaluate a real budget and identify important budget items that public managers must consider in the preparation and presentation of a budget. The usefulness of finance and budgeting theoretical constructs and methodological tools will be applied to solve real-world public finance and budgetary case studies. (Prerequisite: ORG 5000)

PA 5306 Public Policy (3 cr.)
The Public Policy and Analysis course provides a critical overview of the public policy process and its effects on public, nonprofit, and private organizations. Students identify the steps in the public policy and analysis process including problem identification, policy formation, and implementation, as well as evaluate techniques within various public sectors and nonprofit organization environments. This course allows students to implement successful strategies using case analysis. (Prerequisite: ORG 5000)

PA 6304 Local Government Planning (3 cr.)
The course examines the evolution of mission-based, philanthropic organizations and the practices of local government that work with nonprofit organizations to accomplish the public service mission. Students gain the practical knowledge to lead a nonprofit organization and effectively manage the legal, contractual, political, socio-cultural, and financial factors that affect nonprofit processes. Graduates interested in local nonprofit careers will find applicable strategies for communication and implementation of the nonprofit mission and goals internally among staff and externally to policymakers, grantors, and stakeholder groups in the local community. (Prerequisite: ORG 5000, PA 5305, and PA 5306)

PMP 5100 Project Management (3cr.)
This course is a comprehensive study of the skills of problem-solving and decision-making, which are critical to effective project management. Topics include program value, project definition, environmental considerations, time sensitivity, risk sensitivity, metrics gathering, cost reduction, impact analysis, risk response controls, and basic elements of contracts. This course focuses on practicing effective decision making, including learning how to identify and quantify problems and potential solutions.

PMP 5600 Research Methods (3cr.)
Introduces both the theory and practice of using quantitative and qualitative research methodological approaches to solve problems, leverage opportunities, and help achieve organizational goals. Applied research methods are illustrated, including surveys, interviews, focus groups, case studies, observations, and experimentation. Contemporary and actionable statistical procedures as well as data analysis tools are examined. Best practices for the presentation of research results also are appraised. (Prerequisite: PMP 5100)

PMP 6100 Project Management Strategy and Tactics (3cr.)
An introduction to the methodologies and technologies that assist project managers in the coordination of projects from inception through completion. Instructs learners to satisfy customer needs, apply budgeting concepts, manage production time, invest resources, and create performance specifications designed with defined requirements. Provides tools to understand, design, and apply systematic project management organization and administration. (Prerequisite: PMP 5100)

PMP 6300 Managing Complex Projects (3cr.)
A comprehensive study of the project management process and the complexities of project management from a systems perspective. Includes the systematic approach to planning activities, controlling and closing project integration management, project scope management, project time management, project cost management, project quality management, project communication management, project risk management, and project human resources management. Prepares students to plan, control, and perform projects within the modern workplace by presenting requisite processes and techniques. (Prerequisite: PMP 5100)

SMT 5200 Emerging Trends in Sport Management (3 cr.)
Learners will explore emerging trends in port management including demographic shifts, managing diversity, economic trends, pay for play, coaching and administrative accountability, student-athlete eligibility issues, drug use in sports, strategic planning, organizational effectiveness, and ethical issues in sports. (Prerequisite ORG 5000 and ORG 5100)

SMT 6400 Strategic Marketing in Sport (3 cr.)
This course provides an overview of marketing in sport. Emphasis is placed on enabling the marketing manager to create strategies that “fit” the products and services to an athletic department or sports organization’s distinctive competencies and its target market. The course centers on the development of decision-making skills in marketing and provides an overview of the strategic marketing management process. Case studies in sports marketing are used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy. (Prerequisites: ORG 5000 and ORG 5100)

SMT 6800 Strategic Management in Sport (3 cr.)
This course is designed to provide a deeper understanding of strategic management principles, theories, and concepts in their application to specific sports management settings. During this course, students will examine the basic concepts of strategic management, learn how to develop mission statements, and assess both the external and internal environments to determine organizational strengths and weaknesses. This course will include the analysis of various methods for strategic planning, formulating and implementing tactical strategies, as well as the numerous issues associated with technological and economic challenges. (Prerequisites: ORG 5000, ORG 5100, ORG 6600, SMT 5200, and SMT 6400)

STUDENT LIFE AND UNIVERSITY RESOURCES

“Friendliness” and “welcoming” are the words most often used to describe the Waldorf University community, whether they are a prospective student, a current student, an employee, or an alumnus/alumna who has returned for a 50-year class reunion.

The uncommon sense of community at Waldorf and its friendliness are products of its human scale. The lack of pretense among its people can be attributed in part to the small community, shared values and faith commitments, the lack of exclusive social groupings (there are no social fraternities or sororities), and a distinctive student life program.

Waldorf University fosters a vibrant residential learning community where students are encouraged to engage fully in campus life through leadership, service, student employment, organizations, and co-curricular experiences. These opportunities extend learning beyond the classroom, cultivating personal and professional growth, strengthening leadership capacity, and enriching the collaborative spirit that defines the Waldorf experience

Campus Community

Waldorf University aspires to be a community in which individuals live in support and respect of one another. Persons who choose to enroll at Waldorf are expected to actively support the physical, emotional, intellectual, and spiritual well-being of others.

Each member of the campus community also has the opportunity and responsibility to help shape and contribute to the common good and the vitality of campus and spiritual life and promote the welfare of the university and the university community.

At Waldorf, we reject the trend in society to accept any kind of behavior as long as it does not affect one personally. However, we also seek to minimize the use of rules and regulations, apart from the democratically legislated laws governing the larger community of which we are a part and the Christian standards to which the institution is dedicated.

Academic and Social Expectations

As members of a diverse community, students are expected to respect the need for honor and integrity. Christian values – such as compassion, justice, and respect for each individual as a child of God – are emphasized. This responsibility extends to honesty in academic settings.

In both academic and social areas, the university’s expectations reflect the community’s aspirations for life at Waldorf. As an outgrowth of the values professed by the university, these expectations are reflected in guidelines for community living.

In addition to guidelines prohibiting vandalism, theft, plagiarism, harassment, any form of violence, and physical or emotional abuse, the Student Handbook, the Student Code of Conduct, and the Housing Contract outline other expectations such as visitation hours and the campus alcohol and drug policy. Students are expected to be familiar with these documents and their contents.

When a violation of these guidelines occurs, corrective action may be taken by the Campus Hearing Board or a student life staff member. A committee of students, faculty, and staff serves as the Campus Hearing Board.

Students and their guests are always expected to adhere to city, state, and federal laws.

Residence Life

Each residence hall at Waldorf is a living community designed to enhance the residential experience. The residence life program aims to contribute to the sense of identity among its members as students organize themselves within the halls, undertake activities and projects, and go about their daily living in a relationship with one another.

Specifically, the residence life program provides a format through which members develop a sense of community life within the floor unit and the hall as a whole, undertake opportunities on campus like service projects on campus or in the community, sponsor social activities for the campus, and develop relationships with faculty and staff members.

Housing Residency Requirement

Waldorf University requires all students to reside on campus as part of our three (3) year residency requirement and four (4) year residency requirement for certain scholarships.

Waldorf University provides a financially supportive scholarship program to our students. To maintain the longevity of the scholarship program, we follow a resident and commuter scholarship program and residency requirement to qualify for the scholarships offered. Our awards are calculated and awarded based upon the full direct cost of the institution and adjustments are calculated based on the student's direct cost of attendance.

Campus housing is available for all full-time students. Students are required to live in university housing and have a meal plan unless they meet at least one (1) of the following criteria:

- Student has lived on campus for at least six (6) full semesters (full summer terms included).
- Student will be 21 years old prior to August 15th for the Fall semester and January 15th for the Spring semester if he/she wishes to live off-campus.
- Student who has earned enough credits for senior (86 semester credits) status before the start of the semester.
- Student is married or living with and supporting (a) dependent child (ren).
- Student is living with parents or legal guardian and commuting from their parent or legal guardian home within a 35-mile radius of the university.
- Student transferred to Waldorf University with at least 60 approved earned credits prior to the first day of classes for the semester he/she wishes to live off campus.
- Student drops to part-time status.
- Any student found to be dishonest about the above criteria will be assessed the room charges (100%) for each semester.
- Transfer students who have earned 60 credits prior to the first day of their first semester at Waldorf are exempt from the university's three-year residency requirement and are not required to live in campus housing. Transfer students entering Waldorf with 59 credits or less are required to participate in the three-year on-campus housing residency requirement

Housing is available to students' taking classes during the summer; however, students are not required to live in university housing when enrolled for summer classes.

University housing is offered to full and part-time students. Part-time students are not required to live on campus but may live on-campus through special exception.

During the summer break period, residence halls are reserved for students who are required to remain on campus because of academic obligations or scholarship-related activities. Meal plans are not available during the summer break. Students approved to remain on campus may be temporarily reassigned to another residence hall or required to secure alternative housing accommodations as determined by the University.

Waldorf students that have met the criteria listed above, can move off campus and will retain 75% of their institutional scholarship awards. Waldorf students who do not meet the criteria listed above and are granted permission to live off campus will retain 25% of their institutional scholarship awards.

Housing assignments are made by Residence Life. Any questions regarding housing should be directed to Residence Life staff. Students may be reassigned at any time as enrollment changes.

Students are furnished with a room key and a residence hall room equipped with a bed and mattress, dresser or chest of drawers, desk, chair, and closet. Students are responsible for providing their own pillows, bedding, blankets, toiletries, personal belongings, and room decorations.

Residence hall amenities include wireless internet access, community bathrooms and showers (where applicable), laundry facilities, security services, and residence hall staff. Students may also bring a small refrigerator and microwave for personal use, subject to University housing guidelines.

Residence hall policies may be found in the Student Handbook at waldorf.edu/students/studentlife/student-handbook/

Student Resources

Warrior Seminar and Orientation

Warrior Seminar, Waldorf Orientation and Registration (WOAR), and Waldorf Orientation are scheduled to aid the entering student in adjusting and transitioning to the university and are required of all first-time, full-time freshmen.

The Warrior Seminar course introduces students to all of the academic and social aspects of university life. The program also focuses on the University's mission, resources and policies, the purpose of higher education, and components of living in a university community, all in an atmosphere of learning, fun, and meeting others. The Warrior Seminar is required of all incoming students – freshmen and transfers.

First-Year Experience – The Warrior Orientation and Registration (W.O.A.R.)

Waldorf University W.O.A.R events provide a forum for new students and their families to prepare them for their official arrival to campus in August.

Held in the spring and summer before the fall semester, new students will have the opportunity to participate in the following experiences:

- Meet with the Registrar's Office to complete an official fall schedule
- Receive an official Waldorf University student ID card
- Meet with their personal Student Success Coach
- Meet with individual Financial Aid and Business Office representatives
- Meet with Institutional Technology (IT) and receive official Waldorf University e-mail information
- Additional presentations are also provided in the areas of student success services, residence life, student activities, dining services, safety and security, mental and physical health services, parking, and much more

Please visit waldorf.edu/woar for up-to-date information on WOAR events.

First-Year Experience – Student Life

Waldorf is proud of its efforts to assist first-year students to transition and adjust to life in university communities. Waldorf has three (3) First-Year Experience (FYE) residence halls – Johnson and London Hall, Ormseth Hall, and Tanner Hall. There are many exciting social and educational activities and events specially designed for our first-year and transfer students for Welcome Month.

MyWaldorf Student Portal

The myWaldorf Student Portal contains several useful resources and can be accessed by visiting mywaldorf.waldorf.edu. Forms and information relating to student records, enrollment, courses, and other university services are accessible by logging into the myWaldorf Student Portal using a user ID and password. Students may also access their Blackboard courses and the Waldorf University Online Library through the myWaldorf Student Portal. Course grade reports will be available in the myWaldorf Student Portal.

Tutor.com

Waldorf University partners with Tutor.com to provide services to students that will aid in their success throughout their academic careers. With resources readily available for students regardless of the degree they are seeking, the Tutor.com provides the following services:

- Academic support in a broad range of course subjects.
- Individualized sessions utilizing interactive technology
- Learning and instructional resources covering writing, math, APA, and basic course concepts
- Learning styles and study skills development that will enhance learning • Guidance regarding citations

Students may contact Tutor.com directly through the online classroom learning environment, for specialized service.

Advising and Counseling

Residential Academic Advising

Academic advising at Waldorf begins in the admission process, through the services of a skilled, experienced admission staff. Entering students are then registered by a member of the University Registrar's Office staff in order to assure high-quality advising services in the initial semester of study.

Upon enrollment, each student is assigned to a personal faculty advisor and is encouraged to make use of this relationship in seeking counsel on academic matters. However, students are ultimately responsible for monitoring their academic progress and making certain their program will meet the requirements for graduation.

Online Student Affairs

Online Student Affairs is comprised of two departments, separately serving online students: Online Academic Advising and Online Student Services. These units work in tandem to support students through degree completion.

Online Academic Advisors are available to assist online students with selecting the courses needed to complete their desired program of study. These academic advisors are familiar with the academic requirements and career opportunities for the programs they advise. The number is 877.267.2157 ext. 6535. Office hours are Monday-Thursday, 8:00 a.m.-5:00 p.m., and Friday 8:00 a.m.-3:00 p.m. CST. The Academic Advising email is advising@waldorf.edu.

Online Student Services staff are available to assist online students with a variety of services. The online student services representative is the online students' primary contact for administrative and enrollment support. The number is 877.267.2157 ext. 6534. Office hours are Monday-Thursday, 8:00 a.m.-5:00 p.m., and Friday, 8:00 a.m.-3:00 p.m. CST. The Student Services email is students@waldorf.edu .

Career Center

The Career Center at Waldorf University, located on the 2nd floor of the Luise V. Hanson Library, provides current students and alumni with comprehensive career services, including career exploration and guidance, as well as, internship/job search assistance. Career exploration is essential for all freshmen and sophomores. The Career Center assists students in analyzing their interests and skills, in addition to researching job descriptions and job outlook projections, to enable students to confidently choose their academic majors and to identify their career paths. After choosing their career paths, juniors and seniors utilize the services of the Career Center to assist in sourcing internships and jobs. The Career Center supports Waldorf students by assisting students with resume and cover letter development, conducting job searches, networking at career fairs, and performing mock interviews.

If students or alumni wish to get connected with the Career Center, they can “like” them through Facebook at: www.facebook.com/waldorfuniversitycareercenter. The Career Center’s Facebook site posts: information about career-related events both on-campus and off-campus, current employment opportunities, links to job employment search sites, tips for résumés and cover letters, professional networking, interviewing, and more.

For more information, stop by the Career Center, located on the 2nd floor of the Luise V. Hanson Library, email us at careers@waldorf.edu, or visit us at waldorf.edu.

Personal and Mental Health Counseling

The counseling services offered at Waldorf are available to assist students with a wide range of concerns that may interfere with a student’s emotional well-being, academic success, or relationships with others. Free, confidential counseling is provided by a counselor to assist in resolving the concerns of any student. Individual and group counseling are available by appointment. In addition, counselors are available for consultation with student groups, as well as to faculty, staff, parents, or friends who have a concern about a student. Counseling Services is located on the main floor of the Campus Center.

Luise V. Hanson Library

The library’s academic role has been redefined to reflect student-centered learning, striving to provide a partnership between students, faculty, and library staff in supplying students with the skills necessary for a rapidly changing world and a journey of lifelong learning. Librarian roles have changed as well. Librarians function as guides, pointing out possibilities, suggesting directions, and piquing interest as students determine for themselves where their research and study will lead them. Librarians now participate as part of the learning team in offering students not only content, but methods of learning, connecting students to information, and showing them how learning can be facilitated by new technologies as well as traditional resources.

The Luise V. Hanson Library provides access to a variety of resources to meet the information needs of students. Library professionals are available to help students with their research and to provide guidance in navigating the Waldorf University online databases so that students can make full use of the information resources offered. Waldorf University provides extensive research databases through which resources such as full-text journal or magazine articles, newspaper articles, and electronic books are available. Library resources can be accessed by students from within their online course or through the myWaldorf Student Portal.

Professional librarians are available to provide reference service at 641.585.8110 or by e-mail at librarian@waldorf.edu during the regular operating hours of the Luise V. Hanson Library building. Librarians are available Monday-Thursday 8:00 a.m.-11:00 p.m., Friday from 8:00 a.m.-5:00 p.m., and Sunday from 4:00 p.m.-9:00 p.m. (All times Central Standard Time) You may also chat using the library Live Chat link within the myWaldorf Student Portal and through the Course Library Guides, which are both available 24/7.

Academic Achievement Center (AAC)

The Academic Achievement Center (AAC) provides academic services to all Waldorf University students. These services include personalized academic coaching, developmental courses, tutorial services, educational training and seminars, learning style assessments, academic advising, study rooms, printer access, and professional, responsive staff. The AAC also facilitates the Academic Support Program (ASP) and Learning Disabilities Program (LDP), administering both temporary and permanent Academic Accommodations for students with qualifying conditions such as learning disabilities, injuries, or serious illnesses. The office staff aims to assist with student achievement at Waldorf University while helping create lifelong learners to benefit the world.

Within the AAC resides the Office of the Title IX Coordinator and the Office of the ADA Specialist to coordinate efforts at Waldorf University to comply, answer questions, and implement regulatory compliance with Title VI, Section 504, or ADA, and Title IX.

Waldorf University AAC Staff can be contacted via their e-mails or at AAC@waldorf.edu.

Academic Computer Services

Residential students may bring their personal laptops to use at Waldorf University; however, please know that the Waldorf IT Department will not provide technical support or repair service for issues directly related to your personally owned laptop.

Please refer to the information below for the minimum specifications for a computer that a student brings to campus.

Minimum Specifications:

- Laptop age: No Older Than 3 Years
- Operating System: Windows 10/11 or macOS 12 Monterey or newer
- Memory (RAM): 8 GB minimum
- Storage: 256 GB SSD or larger
- Processor: Intel Core i3 / AMD Ryzen 3 or better • Networking:
    - WiFi
    - LAN (Ethernet) port or adapter recommended
- Camera

Discouraged:

- Chromebooks
- Tablets

If you do not plan to bring your personal computer to the residential campus, Waldorf will provide one for your academic studies through our Laptop Loan Program. You will be issued a laptop after completing the registration process, at which time you'll also receive information concerning specifications and the university's usage policy. Laptops must be returned at the end of each semester. You are encouraged to provide insurance coverage at your own expense if you will be bringing your own personal laptop.

Also, recent improvements to Waldorf network capabilities (including extensive network and bandwidth upgrades) also make it possible for you to bring your favorite gaming systems to campus—Wii, Xbox, and PlayStation.

Residential Students who have technical difficulties, questions, or concerns, please call the Waldorf IT Department at 1.800.292.1903, ext. 8150.

Online students who have general technical difficulties should contact Technical Support at 877.399.1063 or email WAL-IT-Support@waldorf.edu.

Online students who have trouble opening links in their course, accessing the CD or companion websites that accompany a textbook or e-textbook, or submitting assignments should contact their Student Services Representative and their Professor. To contact Student Services, please call 877.267.2157 or email students@waldorf.edu.

Health Services

The Office of Health Services supports the health and well-being of Waldorf University students by providing basic health assessments, first aid, health education, and referrals for medical care when appropriate. Health Services is directed by a registered nurse employed by the University. Services are available to all currently enrolled students during established office hours without charge.

Health Services provides care for minor illnesses and injuries within the scope of services offered by the University. Students requiring services beyond those available on campus will be referred to qualified healthcare providers or medical facilities in the Forest City area or surrounding communities. When specialized medical care or hospitalization is necessary, referrals will be made to appropriate regional healthcare providers. Transportation arrangements remain the responsibility of the student unless otherwise provided by the University.

Prior to enrollment, students are required to submit all health documentation established by the University, including a completed medical history, required immunization records, proof of health insurance, and any additional health documentation required by applicable University policies. Student-athletes must also complete an annual pre-participation physical examination and satisfy all athletic medical documentation requirements before participating in practices, conditioning activities, competitions, or other athletic events.

The University utilizes an electronic health records management system designated by the Office of Health Services for the submission, maintenance, and annual renewal of required health information and supporting documentation. Students are responsible for ensuring that all required records remain complete, accurate, and current throughout their enrollment.

Consistent with recommendations of the American College Health Association and other public health authorities, students are strongly encouraged to receive immunizations recommended for individuals residing in campus communities, including vaccination against meningococcal disease.

The University reserves the right to require additional medical examinations, testing, or health documentation when deemed necessary to protect the health and safety of the University community or to comply with applicable public health requirements.

Health Insurance Requirements

All full-time residential undergraduate students enrolled in 12 or more credit hours are required to maintain primary health insurance coverage throughout their enrollment at Waldorf University. Coverage may be obtained through a parent or guardian's employer-sponsored health plan, an individual health insurance policy, or another qualifying health insurance program.

Students are responsible for verifying that their health insurance coverage is adequate while enrolled at Waldorf University, including coverage for medical services provided in the Forest City, Iowa, area. Students should confirm that local healthcare providers participate in their insurance network and understand the terms, limitations, deductibles, copayments, coinsurance, exclusions, and other provisions of their health insurance plan.

All medical expenses not covered by a student's health insurance plan, including deductibles, copayments, coinsurance, out-of-network charges, and non-covered services, are the sole financial responsibility of the student.

Student-athletes must provide acceptable proof of primary health insurance before participating in any team-related activities, including practices, conditioning sessions, weight training, competitions, or other athletically sponsored activities, as required by University and athletic association policies.

Students are responsible for maintaining current health insurance information with the University and updating their records whenever insurance coverage changes. The University may designate an electronic system for the submission and maintenance of required insurance documentation.

Questions regarding the University's health insurance requirement should be directed to the Office of Health Services (**nurse@waldorf.edu**). Additional information is available on the University's Health Services webpage: https://waldorf.edu/departments/health-services/insurance/

Food Service

The University's food service is operated by Waldorf Campus Dining and Conferences. All students who live on campus are required to purchase a board plan. Commuter students may also purchase board plans. Board plans include the 12 and 19 meals per week, 125 meals per semester, or commuter block plans. Students or parents can purchase additional meals or add declining balance dollars to the plans at any time by contacting the Business Office.

The Food Service operates in two locations: the Campus Center Dining Hall and the Warrior Crossing located in the Atrium's Hall of Flags.

Students may make arrangements with the Director of the Food Service for special dietary needs, sack lunches, picnics, or dinners. A Student Food Service Committee through the Student Senate assists management in assuring that student preferences are known and acted upon insofar as possible in the operation of the Food Service.

The Campus Center Dining Hall located on the top floor of the Campus Information Center (CIC), offers a full line of meal choices, made-to-order items, a salad bar, and dessert available with available Vegan and gluten-free options. During certain times of the year and during some extended breaks, the University Dining Services have limited availability or may be closed.

Waldorf University Bookstore

Waldorf University operates a bookstore which is located in Voss Hall. The Waldorf bookstore handles all textbook needs, study aids, and supplies for all courses offered by the University, as well as a wide selection of Waldorf University imprinted clothing and insignia items.

Buying your textbooks from the Waldorf Bookstore has great advantages. If you decide to drop a class within the first two weeks, you will get a full refund for that textbook. The Waldorf Bookstore makes sure the book you are receiving is the exact book the professor requires for your registered class. Make things a little less hectic each semester, by reserving your textbooks at waldorfbookstore.com, but don't forget to check out our Warrior Gear while you're there. For your convenience and personal needs, the Waldorf Bookstore also offers stamps, cards, tech, and school supplies. Additionally, we also offer daily UPS shipping and pick-up.

Office of Engagement and Advancement

Alumni, families, and friends always have a home at Waldorf University. Events around the world, Homecoming, the Waldorf Magazine, and keeping track of Warriors – these are the responsibilities of the Office of Engagement and Advancement. To honor the Waldorf flame in the pursuit of Lux et Veritas (light and truth), tell us about your educational and professional pursuits (so we can connect you with future faculty and students), update your address (so we can invite you to events and connect you with friends and classmates), and stay in touch with your accomplishments and awards at **alumni@waldorf.edu** - When the time is right for you, honor those who provided your education for you and include Waldorf in your philanthropy by contacting **foundation@waldorf.edu**. Warrior for Life, Warrior for Good.

Waldorf Lutheran College Foundation

On December 1, 2022, the Waldorf Lutheran College Foundation, a 501(c)3 foundation established in 2006 to provide support for, then, Waldorf College, became the sole owner of Waldorf University. The celebration of the Second Founders Day extended gratitude to the Mayes/Cooley family for stewarding Waldorf from 2010 through 2022. During this time, Waldorf College became Waldorf University, established online programs, and now is the third largest private school in the state of Iowa. Waldorf University, the City of Forest City, and the Forest City School District entered into successful shared services agreements, a model since used to support town and gown endeavors across the country, especially in small towns.

The Waldorf Lutheran College Foundation's Board of Directors manages the school's endowment, supports fundraising, and has fiscal responsibility for Waldorf University. The Waldorf University Board of Trustees is responsible for university governance. The two Boards work closely together to run the institution and secure a bright future for Waldorf University.

Student Activities

Participation in Co-Curricular Activities

Students are encouraged to participate in co-curricular activities. Academic Major clubs, student organizations, or co-curricular activities are defined in the Student Handbook. The rules of the National Association of Intercollegiate Athletics (NAIA) of which the University is a member, govern eligibility for 80% of our intercollegiate athletic teams.

Student Government

Opportunities for leadership development and meaningful involvement in shaping campus life are available through Waldorf's Student Senate, of which all students are automatically members. The Student Senate, the chief student governing body, is comprised of the executive officers and senators who are elected by the student body.

The purposes of the Student Senate include providing the means for effective student participation in community governance, developing and interpreting student opinion on issues of interest to students, providing effective student participation in planning and administering student affairs, promoting the welfare of the student body, campus improvements, campus programming, organizational funding, and acting in advisory capacities to the university administration, committees, and other instruments of University governance.

In addition to the Student Senate, students participate in university governance through service on university committees. Other leadership opportunities are available through our student organizations and academic programs.

Religious Life and Campus Ministry

The Religious Life and Campus Ministry programs at Waldorf University are designed to walk with students, faculty, and staff on the spiritual journey– providing opportunities to both grow in faith and actively wrestle with the deep questions of faith and life.

The Core Values of Campus Ministry are:

- **Mission and Friendship** — We believe that every person has a God-given purpose in and through this life. Through friendship, we seek to help one another discover that mission and purpose.
- **Community and Hospitality** — We believe that God has designed humanity to live in a relationship with one another. Through the welcome of Jesus Christ, we seek to build caring, trusting relationships with one another.
- **Service and Mercy** — We believe that our human identity and purpose are realized in and through a commitment to spend ourselves in service to the whole creation. To grow in what this means, we are committed to growth in living lives of mercy.
- **Tradition and Innovation** — "The wisdom of past ages without a vision of the future is irrelevant, but a vision of the future ignorant of the lessons of the past is irresponsible." The practices of those who have come before us in the faith are deep roots that support us as we grow together toward God's future. We value the traditions handed on to us that are of the gospel. We hold them as treasures entrusted to us for future generations. We will use them creatively to illuminate the path we are walking toward the reign of God.
- **Beauty and Wisdom** — Campus ministry encourages a dialogue of faith and reason and supports ecumenical and interfaith activities, conversations, and projects. We believe that we are called to a rigorous pursuit of truth and wisdom, through intentionally utilizing the gifts of God.
- **Truth and Becoming** — Because God's truth became flesh in Jesus, we seek to be an authentic community in the presence of truth. We do not possess truth, nor do we seek to correct the truths of others; rather, we seek to live faithfully in light of the truth of God in Christ Jesus. We also seek to be attentive to the emergence of God's reign in our world and in our personal and communal becoming.

"This life is, therefore, not righteousness, but growth in righteousness, not health, but healing, not being, but becoming, not rest, but exercise. We are not yet what we shall be, but we are growing toward it, the process is not yet finished but it is going on, this is not the end, but it is the road. All does not yet gleam in glory, but all is being purified." —Martin Luther, defense of his articles 1521

- **Campus Worship and Chapel Service** is offered in a variety of ways at a variety of times. Campus worship and chapel service are ecumenical, utilizing a variety of styles that reflect the diversity of faith expressions within the campus community. All students are encouraged to assist with chapel leadership. Senior students are invited to provide a homily for chapel.
- **Student Campus Ministry Teams** — Students are encouraged to participate in the Religious Life and Campus Ministry of the university wherever they are comfortable. Because ff the posture of Campus. Ministry is "permission giving," students are invited to develop programs and ministries based upon their gifts, passions, and ideas.

Student and staff-led ministries include:

- **ACTS (Active Catholics to Serve)** — Advised by faculty members of the Roman Catholic tradition and the local priest, ACTS meets weekly for mass, fellowship, and service. Catholic Mass and Rosary is celebrated on Thursday at 9:00 p.m. in the Ogvin-Hagen Recital Hall.
- **Like Fire/LCM (Lutheran Campus Ministry)** – Lutheran (ELCA) student ministry group.
- **Drama Outreach** — Students develop drama ministries for on-campus events and for campus chapel sessions.
- **Mission and Service** — Students involved in service coordinate and promote local, regional, national, and international faith-based mission and service projects. Each March there is an organized spring break mission trip.

- **The Bridge** — The Bridge college ministry of the First Baptist Church exists to connect Waldorf **students to Christ and the church.**
- **Spiritual Growth**—Students lead Bible studies and other spiritual growth activities in peer groups.
- **Sunday Morning Worship**—Students are encouraged to worship in the congregation of their choice on weekends.

Music Activities

Waldorf has a long and distinguished tradition in music, which is an outgrowth of the musical emphasis in the University's heritage. While many student participants intend to pursue careers in music through continued study, a large majority of music participants use this co-curricular activity as a source of personal growth and as an expression of their vocational interests.

Waldorf Choir

The Waldorf Choir is a select, mixed choir that studies and performs music of many styles and traditions. Founded in 1916, the choir has upheld the Waldorf heritage of great choral singing. The Waldorf Choir has a touring tradition that has led to performances throughout the United States of America, Canada, Scandinavia, and other parts of Europe. Run-outs and an extended spring tour are conducted each year. The choir performs at all major campus events, all music concert series, and frequently throughout the community. Admission is available to all students regardless of major and is granted by audition. All members are strongly encouraged to take private voice lessons or voice classes. Ensemble fee and course registration required.

Schola Cantorum

The Schola Cantorum Choir, which means "singing school" in Latin, represents the entire student body of Waldorf University. This advanced chamber chorale is composed of both music majors and non-majors. Schola Cantorum presents a wide variety of music ranging from Renaissance polyphony to world music, to jazz. Schola Cantorum performs at all Waldorf University concerts and community events throughout the year. Entrance is granted by audition only. (Concurrent registration with MSA 100C required)

Waldorf Wind Symphony

The Wind Symphony strives to perform the finest music out of the concert band repertoirer, in an effort to broaden the musical horizons of the student musician and to achieve the highest possible standard of musicianship. The Wind Symphony participates in all Waldorf concert series, as well as campus and community events throughout the year. Membership is open to any student regardless of major. Ensemble fee and course registration (MSA100W) required. Instrument, and locker rental available.

Waldorf Jazz Ensemble

The Waldorf Jazz Band explores a variety of contemporary and traditional jazz styles. Open to members of the Wind Symphony, the Jazz Band performs at Coffee House events on campus.

Warrior Pep Band

The focus of this student-led ensemble is to perform at Waldorf Warrior Athletic events. The Warrior Pep Band is open to all students who enjoy performing classic pep band music hits while supporting the active Waldorf Warrior Athletic schedule throughout the year.

Warrior Drumline

This student-led group is open to any student interested in being involved in the exciting process of performing high-energy Drumline Music. The Warrior Drumline performs at various events throughout the school year.

Music Teachers National Association (MTNA Collegiate Chapter)

MTNA collegiate chapters work to enhance students' classroom studies by providing educational, musical, social, and professional experiences. The goal of each chapter is to acquaint students with professional opportunities and career options in the music field while developing professional leadership skills. mtna.org/

Waldorf Speaker Series

Our Speaker Series events are held each semester and are designed to foster a sense of community through the development of enlightened concern about national and global issues. A variety of scholars and public figures are brought to campus.

Waldorf Community Artist Series

The Waldorf Community Artist Series (WCAS) offers events featuring the works of performing and visual artists and are intended to expose students to a wide variety of human expressions. WCAS strives to influence lifelong arts contributors across the lifespan by way of world class performances that emphasize classic traditions, cultural exposure and community advancement. Students are strongly encouraged to attend these cultural opportunities.

Theatre Activities

Waldorf's theatre activities are considered an integral part of the liberal arts program, and all students are welcome to audition for roles or participate in technical aspects of campus productions. The productions enrich and complement the theatre courses that are offered for those who desire formal study in theatre and its related fields.

Typically, four (4) main stage productions are presented each academic year. Productions have included classical and modern comedies and tragedies, musicals, and experimental plays.

The Harold and Charlotte Smith Theatre seats 180 in a uniquely intimate setting. The scenery, light, and costume shops, as well as the ticket office and design lab, provide excellent areas for production and support activities.

The Theatre Department frequently provides lighting and/or technical support for Waldorf University campus events.

Athletic Activities

Through intramural and intercollegiate programs, as well as recreational resources available to students, Waldorf provides abundant opportunities for students to pursue sporting interests.

Intercollegiate Athletics

Waldorf University has membership in the Great Plains Athletic Conference (GPAC) of the National Association of Intercollegiate Athletics (NAIA). Its purpose is the mutual promotion and supervision of intercollegiate athletics consistent with the dignity and high purpose of Christian higher education. Member institutions of the GPAC, an athletic conference of faith-based institutions of higher learning, are committed to an intercollegiate athletic environment that is grounded in an educational athletic model, recognizing the centrality of the GPAC institutions' academic missions and encouraging the integration of the athletic and educational experiences of its student-athletes.

Waldorf University sponsors the sports of Baseball, Basketball, Bowling, Cheer, Cross Country, E-Sports, Football, Golf, Hockey, Soccer, Softball, Indoor Track & Field, Outdoor Track & Field, Trap Shooting, Volleyball, and Wrestling. This activity area aims to provide a complete and balanced sports program meeting the needs and interests of the students. The university makes every effort to maintain a program that enables students to hone their skills, develop lifelong recreational interests and leadership skills, and contribute to the quality of student life.

The NAIA "Champions of Character" initiative creates an environment in which every NAIA student athlete and coach is committed to the true spirit of competition through respect, integrity, responsibility, servant leadership, and sportsmanship.

Waldorf students have distinguished themselves both on the playing field and in the classroom over the years. They demonstrate that competitive athletics and academic pursuits can blend harmoniously.

Intramural/Recreational Athletics

The purpose of the intramural program is to provide any student with an interest in sports or recreation an opportunity to further develop interest and skill through friendly competition and participation. The intramural program also allows students to participate in a wide variety of sports, recreational activities, and games. A year-round program of intramural sports allows all students to take part in athletic games, tournaments, trips, and one-time events.

Educational and Social Student Organizations

Alpha Chi

Alpha Chi is a coeducational society whose purpose is to promote excellence and exemplary character among university and university students and to honor those who achieve such distinction. Its name derives from the initial letters of the Greek words A H EIA, meaning truth, and XAPAKTHP, meaning character.

As a general honor society, Alpha Chi admits membership to students from all academic disciplines. Only students in the top 10 percent (%) of the junior and senior classes may be invited to membership in Alpha Chi. Membership in Alpha Chi recognizes previous accomplishments and provides opportunities for continued growth and service. As a phrase from the society's constitution suggests, Alpha Chi seeks to find ways to assist students in "making scholarship effective for good."
Among the major general honor societies, Alpha Chi is distinctive in its commitment to involve undergraduate members in the full range of cooperation of the society. Although faculty sponsors are important for the continuity of the organization, student members are the focus of Alpha Chi's programs and play major roles in Alpha Chi's leadership from the local to the national level.

At the local chapter level, all offices are filled by students, supported by a faculty sponsor who is appointed by the president of the institution or another chief executive officer. Chapters not only induct new members but also promote scholarship by sponsoring at least one scholarly or academic activity each year for their university.

Alpha Psi Omega

Waldorf University Theatre is home to the Alpha Epsilon Omega cast of Alpha Psi Omega National Theatre Honor Society (APO). APO is a society for highly involved students of theatre (both majors and non-majors) that serves the theatre program by sponsoring events and fund-raisers, assisting in workshops and career development programs for the department, and in working to develop future theatre trips to Minneapolis, Chicago, New York, and London.

Beta Beta Beta

The Waldorf University Biology Department is home to the Iota Delta Beta Chapter of Beta Beta Beta (TriBeta). TriBeta is a national honorary biology society for students, particularly undergraduates, dedicated to promoting excellence in the biological sciences, improving the understanding and appreciation of biological study, and extending the boundaries of human knowledge through student involvement in scientific research, a long tradition for Waldorf's Biology Department. While most TriBeta members are Biology majors, membership is open to any student demonstrating a substantial interest in Biology (e.g., students pursuing a minor in Biology). BIOS, the official journal of TriBeta, publishes articles of interest to biologists and society news and encourages members to publish their research (at no cost). Each regional and district group holds annual conventions. The heart of district and national meetings are student research papers, presented in the style of graduate meetings. Awards are given for outstanding individual and chapter accomplishments.

Lambda Alpha Epsilon

Lambda Alpha Epsilon, Iota Beta Phi chapter is a co-ed criminal justice fraternity that seeks to improve criminal justice through educational activities, while fostering professionalism in all areas of criminal justice. It

seeks to promote professional, academic, and public awareness of criminal justice issues. LAE gives students high standards of ethical conduct, professional training, and higher education within the criminal justice field.

Historia
Historia is the Waldorf University History Club. The goal of Historia is to further the understanding of History, Political Science, and Geography while having fun. The club also fosters a relationship with local historical societies and museums as well as planning trips of a historical or political nature. All students are eligible and encouraged to join. Membership is not required to participate in our events.

Biology Club
First founded as the "Science Club" in 1982, it was renamed the "Biology Club" in 2008 when Biology baccalaureate programs began. The Biology Club provides social and educational opportunities for students interested in flora, fauna, medical, and other aspects of biology. Over the years, students have toured science, medical, and veterinary centers, zoos, and wildlife refuges, and enjoyed week-end camping trips. Students also enjoy frequent half-day local activities (e.g., canoeing, snowshoeing, ice fishing), and members participate in annual campus-wide competitions (e.g., Warrior Cup and Winter Games). The Club sponsors community services (e.g., Halloween 5K Zombie Run, Pilot Knob clean-up), has a long history of campus beautification (e.g., planting trees and pollinator gardens), and established Waldorf's Recycling Program. Membership is open to all members, regardless of major.

Criminal Justice Club
The Criminal Justice Club is an organization designed and conducted by students to assist other students in discovering various perspectives and career opportunities within the criminal justice system through the use of field trips, conferences, and guest speakers. Not only does being involved build resumes, but it also creates networking relationships for the students. It is an opportunity for young and old adults to work together in creating a beneficial, symbiotic society that will improve and strengthen their futures.

HPES Club
The purpose of the Wellness Club is to provide students with opportunities to expand their knowledge of the discipline of health promotion and wellness.

World Student Association (W.S.A.)
The purpose of the World Student Association is to foster greater awareness and understanding within the University community of the cultures and societies of various countries throughout the world, as well as to provide fellowship and encouragement among students of diverse cultures. The club sponsors a variety of activities such as Tastes of the World, Culture Nights, and educational trips. All students are welcome and encouraged to join.

Education Club
The purpose of the Waldorf University Education Club is to promote interest in the teaching profession and foster greater awareness and understanding of the teaching profession. The club hosts many social and academic activities on campus and sponsors trips to educational conferences. The club is advised by the Education Department faculty

Paranormal Society
The Waldorf Paranormal Society is a group of like-minded students that get together once a week to discuss all aspects of the paranormal. Travel to paranormal locations for investigations is part of the experience.

Political Organizations
Political organizations are formed by students wishing to promote student participation in politics.

Presidents' Roundtables
Presidents' Roundtables provide an opportunity for presidents/leaders and members of each club or organization to meet and discuss leadership topics, get feedback about club issues, and announce upcoming events. Meetings are held twice a semester.

ACTS
The purpose of Active Catholics to Serve (ACTS) is to get Catholic students, and any other students who so desire, involved in Catholic traditions that will guide them on their journey of becoming educated as a "whole person in the spirit of Jesus Christ, enabling the individual to experience fulfillment through a life of service."

MAPS
Mostly Alive Poets Society (MAPS) provides a platform for poets and those who like poetry to share and discuss their work.

Amnesty International Club
Amnesty International, winner of the 1977 Nobel Peace Prize, works for human rights throughout the world. Members support the Universal Declaration of Human Rights and communicate with government authorities to release prisoners of conscience detained because of their beliefs, race, sex, ethnic origin, language, or religion.

GSA
The Gay/Straight Alliance (GSA) brings together gay and straight students to raise awareness about issues concerning homosexuality on campus and in the community. Iowa Pride Network Award for Best GSA in the State (2 years).

Social Warrior Activities Team (S.W.A.T.)
The Student Activities Office works to provide social, educational, cultural, and recreational events for the campus and Forest City community. Social Warrior Activities Team (S.W.A.T.) is composed of the following student committees responsible for programming entertainment: comic relief, concerts, dances, late-night athletics, late-night programming, novelty, and special events. Student Activities also helps organize homecoming week and the SEAL Awards (Students Excelling in Activities and Leadership).

The following programs are also sponsored by the Student Activities Office:

- **Student Club Organizational Involvement Fair:** This event is hosted each fall to showcase campus organizations, clubs, and athletic teams.
- **Educational and Wellness Programs:** Topics include healthy relationships; nutrition, health, and fitness; AIDS Awareness; sexual health; domestic violence; basic car maintenance; self-defense course; and conflict management.
- **Warrior Cup:** A week-long event held during homecoming sponsored by Senate and Student Activities. Organizations and clubs compete against other organizations in fun events to win the Warrior Cup and a monetary award. Competitions may include events like Oreo stacking, tug-of war, trivial contests, banner contests, etc.
- **Winterfest:** A Student Senate-sponsored winter competition held amongst campus organizations in February with competitions to win funding and the Winterfest Championship.

Other active student organizations include The Waldorf Gaming Club, The Anime Club, and Student Jewish Association.

Campus Media

Social Media
Like us on Facebook at facebook.com/waldorfuniversity and follow us on Twitter at twitter.com/waldorf_u

Lobbyist
The Lobbyist is a student newspaper, which is published online several times each semester. The program is intended to provide both a voice for the student body within the campus community and to serve as a professional opportunity for journalism students.

The Torch
The Torch is a student magazine. Students manage, write, and design the magazine. It is published twice a semester and covers the various events and activities occurring on campus.

KZOW-Radio
KZOW, 91.9 FM, airs a variety of music and student-produced shows 24 hours a day. “Active Radio” provides all students an opportunity to produce audio programming and promotions in an “on-air” professional setting.

WAL-TV
As a practicum experience, students participate in satellite downlinks and live-to-tape broadcast recordings of theatrical plays, professional presentations, and scripted productions for special university projects.

Student Handbook
The Student Handbook, with information for students, is published by the Office of Student Life and posted on the university website prior to the beginning of classes each fall. Please contact the Offices of Student Life for additional information.

Waldorf University Magazine
The Waldorf University Magazine is published by the university and available to alumni, parents, pastors, and other friends of the university. A monthly e-newsletter is also sent out to alumni.

Faculty/Staff Newsletter
A monthly newsletter was sent out to all Waldorf University employees.

The Waldorf Literary Review
The Waldorf Literary Review (WLR) is a magazine for the arts supported once a year by the staff of the Literary Editing class. The Review contains art, fiction, poetry, and essays from students, staff, community members, and faculty.

Campus and Community

Waldorf University was founded in 1903 as a result of “The Great Hotel War of Forest City.” This fierce, competitive battle between two (2) first-class hotels, built simultaneously, left the beautiful Waldorf Hotel vacant after only four (4) months of operation. This provided the opportunity for The Rev. C. S. Salveson to muster the necessary resources to found a Christian college.

Thus, Waldorf University became located on a prominent corner in the center of the city of Forest City, and the 50-plus acre campus has grown up around this original, and still beautiful, building now called Salveson Hall.

Campus

The Waldorf campus has nearly tripled in size in the past three (3) decades, with the addition of six (6) major buildings. Waldorf has a robust relationship with the Forest City School District and with Forest City, entering into Shared Services Agreements for shared facilities. Waldorf’s buildings include:
Salveson Hall (1903) is a four-floor building that serves as Waldorf’s “Old Main.” Salveson houses the main administrative offices, Engagement and Advancement, the Office of the President, the Business Office, and offices for many faculty and staff members. William 1953 and Mary (Carlson) 1953 Johnson Ballroom is one of most used event spaces on campus and in the community.

Thorson Hall (1911) was the second building on campus. Its complete remodeling into a state-of-the-art "high technology classroom building" was completed in January 1990 and it has maintained the high level of technology. This building currently houses KZOW Radio Station, WAL-TV Station; digital media lab; sound recording spaces; the control room; and the student publications offices. Several departments and faculty members are housed in Thorson including the Business Center; Humanities Center; and the Harold and Charlotte Smith Theatre;. Thorson is named after Thorwald Thorson, a member of Waldorf's first faculty and later a distinguished architect. It has served a variety of purposes since its dedication.

Tillie Rasmusson Hall (1955) is a three-story co-educational traditional residence hall for sixty (60) students. It is named after the food service director of the University from 1915 to 1968.

Nilssen-Boe Science Hall (1962) is a science classroom and laboratory facility serving the departments of biology, chemistry, physics, and mathematics. The building is named after two former presidents of the university, Morton O. Nilssen (1943-1950) and Lars W. Boe (1904-1915).

Jacob Tanner Hall (1964) is a three-story co-educational traditional residence hall for 144 students. It is named after The Rev. Dr. Jacob Tanner, who served as a highly popular theology professor from 1944 to 1963, during the years when he was aged 79 to 97.

Gladys Ormseth Hall (1966) is a four-story co-educational traditional residence hall for 96 students. It is named after the Waldorf teacher and bookstore manager from 1922-1965.

Campus Information Center (1967) is a three-story building housing food services, including the Velma Severson Dining Room, the Gjellefald Dining Room (named for Olaf and Alta Gjellefald, long-time benefactors of the university), and a private dining area on the upper level. The main level includes Game/TV room and campus lounge in addition to Student Life, Residence Life, student activities, intramurals, parking, health service offices, the University information desk, and the Anna Marie Mitchell meeting room. The lower level features an Esports arena and practice facilities, SWAT stage recreation area featuring a dance floor, and a student mail center.

Johnson-London Hall (1968) is a four-story, two-wing co-educational traditional residence hall. It is named for O. J. Johnson, a professor in mathematics, physics, and science, Dean of Men, and Dean of the University; and Hans London, a cabinetmaker, electrician, and grounds person for the Waldorf maintenance staff from 1933–1967.

Odvin Hagen Music Center (1976) is named after the long-time beloved choral director. It houses the Department of Music and includes the 129-seat Recital Hall, the Edyth Quist Piano Classroom; the Oscar Lyders Theory Room (Lyders was the founder of the Waldorf Choir); a band rehearsal room; several classrooms and teaching studios; nine (9) practice rooms; a student lounge; and other facilities for the department. The building is connected to the Campus Center by an underground pedestrian tunnel.

John K. and Luise V. Hanson Fieldhouse (1987) is a complete physical education facility, including a large gymnasium (seating 1,200), wrestling room, weight room, several locker rooms, and offices for the department. The Fieldhouse adjoins the Forest City YMCA, which allows Waldorf students, who all receive a membership, easy access to the additional recreational facilities of the YMCA, including a pool, racquetball courts, cardio-strength training room, and indoor jogging/walking track. An addition containing a new weight room/wellness center, wrestling practice/multi-purpose room, and lobby expansion was completed in 1997.

The Hanson Fieldhouse is named after one of the most prominent alumni of Waldorf, John K. Hanson ‘32, and his wife, Luise V., a long-time member of the Board of Regents. Adjacent to the Hanson Fieldhouse are the football stadium, baseball and softball fields, soccer pitches, and practice areas.

The Atrium (1991) provides a link between four major facilities: Salveson Hall, Thorson Hall, Voss Hall, and the Nilssen-Boe Hall of Science. It also contains an elevator offering handicapped accessibility to all floors and includes the Academic Achievement Center (AAC), access to the theatre scene and costume shops, and the Atrium Conference Room. Also located in the Atrium is the Warrior Crossing, Waldorf’s Grab and Go full-service convenience food stops in the heart of campus daily life, offering Java City Coffee beverages, sandwiches, soups, salads, and comfort snack foods, while working in conjunction with student meal plans. The sky-lighted two-story central plaza offers attractive and functional space for numerous social and cultural events as well as popular between-class student lounging areas. The upper atrium, often referred to as the Hall of Flags, is adorned with representations of our international students’ home country's flags of origination. They proudly hang with the flag of the United States of America, the State of Iowa, and Waldorf University. The international flags are changed each semester depending on the student body's representation.

Breen Hall (1998) is a three-story co-educational suite-style residence hall for 102 students. It is named after Clarence Breen, an alumnus, and his brother, Elroy Breen, generous supporters of the university.

Luise V. Hanson Library (2005) is the center of scholarly research, study, and learning, bringing together technological and traditional access to information. Open and dedicated in the fall of 2005, this $4.5 million building honors Luise V. Hanson, an 18-year member of the Board of Regents and a strong supporter of the University. The library provides a variety of comfortable eating and study space options on two floors, a book capacity of over 90,000 volumes, and five group study rooms. The library is wireless, has two classrooms and a seminar room, and also houses the University Writing Center, the University Archives, and the Career Center.

Timberland Apartment Complex (2006) is a co-educational apartment complex managed by Waldorf University located near the athletic fields. Each apartment includes four single bedrooms, two full bathrooms, a fully furnished kitchen, laundry, living and dining area, air conditioning, and parking. This offcampus independent facility is reserved for upper-class students.

Denny Jerome Athletic Center (2010), often referred to as the DJAC, is named after the long-time athletic director and women’s basketball coach at Waldorf University, Denny Jerome. Jerome ‘70 has been employed at the University since 1972 and has served as athletic director, women’s basketball coach, admissions counselor, residential dorm director, and assistant football coach.

The DJAC houses the offices for football, men’s and women’s soccer, baseball, softball, men’s and women’s golf, men’s and women’s cross country, and men’s and women’s bowling. The second floor includes classrooms and offices while the first floor includes locker rooms, a weight room, a training room, an indoor hitting facility, a laundry room, and storage.

The Theme Houses (6) are university-owned houses (Columbia, Immanuel, Lux, Olson, Veritas, and Warriors houses) that are used to provide a unique opportunity that is designed to bring students together who share a common area of interest and to provide a richer living and learning environment; thereby creating their own community.

Boman Fine Arts Center (2018) is a 630-seat Auditorium and Theater built in cooperation with the Forest City Community Schools and the City of Forest City. The Boman features a professional-grade stage, lighting and sound systems, dressing and green rooms, an Art Gallery, and a Mezzanine gathering area.

Community

Forest City is a vibrant, small community of 4,150 residents, located midway between Des Moines and Minneapolis, 30 miles west of Mason City (population 30,000), and 20 miles west of Clear Lake. In one of the world's richest agricultural regions, the area features beautiful rolling hills, towering oaks, and Pilot Knob State Park. Forest City is home to Winnebago Industries, a Fortune 500 company and a leading manufacturer of recreational vehicles. Forest City features a 3M distribution center, a movie theatre, a bowling alley, a YMCA, an aquatic center, and various state and local recreational parks.













Other Information

Residential

Residential 2026-2027 Academic Calendar
Visit https://waldorf.edu/residential/academics/academic-calendar/ for the most up-to-date academic calendar.

Academic Calendar	2026-2027
	Fall 2026
Opening Convocation (Boman Fine Arts Center) @ 4:30 p.m., C.S.T.	8/11/2026
Fall Classes Begin @7:30 a.m., C.S.T.	8/12/2026
Last Day to ADD a class for the Fall Semester (ALL courses) by 4:30 p.m., C.S.T.	8/18/2026
Last Day to DROP a 1st 7-week Class by 4:30 p.m., C.S.T.	8/25/2026
Last Day to DROP a Semester Class by 4:30 p.m., C.S.T.	8/25/2026
Labor Day Break	9/7/2026
Honors Day (Modified Schedule Day)	9/9/2026
Last Day to WITHDRAW from a 1st 7-week Class by 4:30 p.m., C.S.T.	9/11/2026
Last Day of 1st 7-week Classes	9/25/2026
Mid-Semester Break	09/26/2026 - 09/29/2026
First Day of 2nd 7-week Classes @ 7:30 a.m., C.S.T.	9/30/2026
Mid-Semester and 1st 7-week Final Grades Due on or before 8:00 a.m., C.S.T.	10/2/2026
Homecoming Weekend	10/09/2026 - 10/10/2026
Last Day to WITHDRAW from a Semester Class by 4:30 p.m., C.S.T.	10/13/2026
Last Day to WITHDRAW from 2nd 7-week Classes by 4:30 p.m., C.S.T.	11/3/2026

Conclusion of Classes and Final Examinations	11/19/2026
Fall 2026 Semester Ends	11/19/2026
Fall Semester and 2nd 7-Week Final Grades Due on or before 8:00 a.m., C.S.T.	11/23/2026
Thanksgiving, Christmas & Winter Break	11/20/2026 - 01/12/2027
	Mini-Term 3C-27
Classes Begin (Waldorf University Students ONLY)	12/2/2026
Classes End	12/29/2026
	Spring 2027
Spring Classes Begin @7:30 a.m., C.S.T.	1/13/2027
Martin Luther King Jr Celebration Day In observance of Martin Luther King Jr. Day, all morning and afternoon academic classes are paused. Campus remains open for student organizations, academic and athletic programs, clubs, and community groups to host observances, educational programming, and celebrations honoring Dr. King's legacy.	1/18/2027
Last Day to ADD a class for the Spring Semester (ALL courses) by 4:30 p.m., C.S.T.	1/20/2027
Last Day to DROP a 1st 7-week Class by 4:30 p.m., C.S.T.	1/26/2027
Last Day to DROP a Semester Class by 4:30 p.m., C.S.T.	1/26/2027
Last Day to WITHDRAW from a 1st 7-week Class by 4:30 p.m., C.S.T.	2/12/2027
Last Day of 1st 7-week Classes	2/26/2027
Spring Break	02/27/2027 - 03/07/2027
Mid-Semester and 1st 7-week Final Grades Due on or before 8:00 a.m., C.S.T.	3/2/2027
First Day of 2nd 7-week Classes @ 7:30 a.m., C.S.T.	3/8/2027
Last Day to WITHDRAW from a Semester Class by 4:30 p.m., C.S.T.	3/19/2027
Easter Break	03/26/2027-03/29/2027
Last Day to WITHDRAW from 2nd 7-week Classes by 4:30 p.m., C.S.T.	4/9/2027

Conclusion of Classes and Final Examinations	4/29/2027
Spring 2027 Semester Ends	4/29/2027
	Baccalaureate and Commencement Ceremonies 2027
Online Welcome & Reception Luncheon (Campus Tours Available) Atrium - Hall of Flags	04/30/2027 @ 12:00 p.m., C.S.T.
Commencement Practice (Boman Fine Arts Center)	04/30/2027 @ 2:00 p.m., C.S.T.
Class of 2026 photo (Boman Fine Arts Center)	04/30/2027 @ 3:15 p.m., C.S.T.
Baccalaureate Ceremonies (Boman Fine Arts Center)	To Be Announced
Master's Hooding Ceremonies (Boman Fine Arts Center)	04/30/2027 @ To Be Announced
Commencement Ceremonies for B.A.S., B.S., M.A., and M.Ed. Programs (Boman Fine Arts Center - Tickets Required)	05/01/2027 @ 10:00 A.M., C.S.T.
Commencement Ceremonies for A.A., B.A. Degree Programs (Boman Fine Arts Center - Tickets Required)	05/01/2027 @ 2:00 P.M., C.S.T.
Spring 2027 Semester and 2nd 7-Week Final Grades Due on or before 8:00 a.m., C.S.T.	5/4/2027
Summer Break	04/30/2027 - 05/09/2027
	Summer 2027
Summer Classes Begin @ 7:30 a.m., C.S.T	5/10/2027
Last Day to ADD a class for the Five (5) Week Term by 4:30 p.m., C.S.T.	5/12/2027
Last Day to ADD a class for the 11-Week Semester by 4:30 p.m., C.S.T.	5/14/2027
Last Day to DROP a class for the 11-Week Semester by 4:30 p.m., C.S.T. (Includes all Courses, Internships, Research, Clinicals, etc.)	5/14/2027
Memorial Day Break	5/31/2027
Last Day to WITHDRAW from Summer Five (5) Week Class by 4:30 p.m., C.S.T.	5/28/2027
Summer Five (5) Week Classes End	6/11/2027

Summer Five (5) Week Grades Due on or before 8:00 a.m., C.S.T.	6/14/2027
Last Day to WITHDRAW from an 11-Week Semester Class by 4:30 p.m., C.S.T. (Includes all Courses, Internships, Research, Clinicals, etc.)	6/25/2027
July 4th - Independence Day Break	7/5/2027
Conclusion of Classes and Final Examinations	7/23/2027
Summer 2027 Semester Ends	7/23/2027
Summer 2027 Semester Final Grades Due on or before 8:00 a.m., C.S.T. (Includes all Courses, Internships, Research, Clinicals, etc.)	7/26/2027

Online

Online Academic Calendar

Waldorf University offers its online degree programs in an accelerated term format.
Visit https://waldorf.edu/online/academics/term-calendar-online-programs/ for the most up-to-date online programs term calendar.

2026-2027 Term Enrollment

Track A

	Registration Start	Registration End	Start Date	Drop Date	End Date
1A27	04/08/2026	06/16/2026	07/01/2026	07/07/2026	08/25/2026
2A27	06/17/2026	08/11/2026	09/02/2026	09/08/2026	10/27/2026
3A27	08/12/2026	10/20/2026	11/04/2026	11/10/2026	01/12/2027
4A27	10/21/2026	01/05/2027	01/20/2027	01/26/2027	03/16/2027
5A27	01/06/2027	03/09/2027	03/24/2027	03/30/2027	05/18/2027
6A27	03/10/2027	05/11/2027	05/26/2027	06/01/2027	07/20/2027

Christmas Break 12/23/2026 to 1/05/2027 Track A and Track B

Track B

	Registration Start	Registration End	Start Date	Drop Date	End Date
1B27	05/13/2026	07/14/2026	07/29/2026	08/04/2026	09/22/2026
2B27	07/15/2026	09/15/2027	09/30/2026	10/06/2026	11/24/2027
3B27	09/16/2026	11/17/2027	12/02/2026	12/08/2026	02/09/2027
4B27	11/18/2026	02/02/2027	02/17/2027	02/23/2027	04/13/2027
5B27	02/03/2027	04/13/2027	04/28/2027	05/04/2027	06/07/2027

Songs of Waldorf

THE ALMA MATER

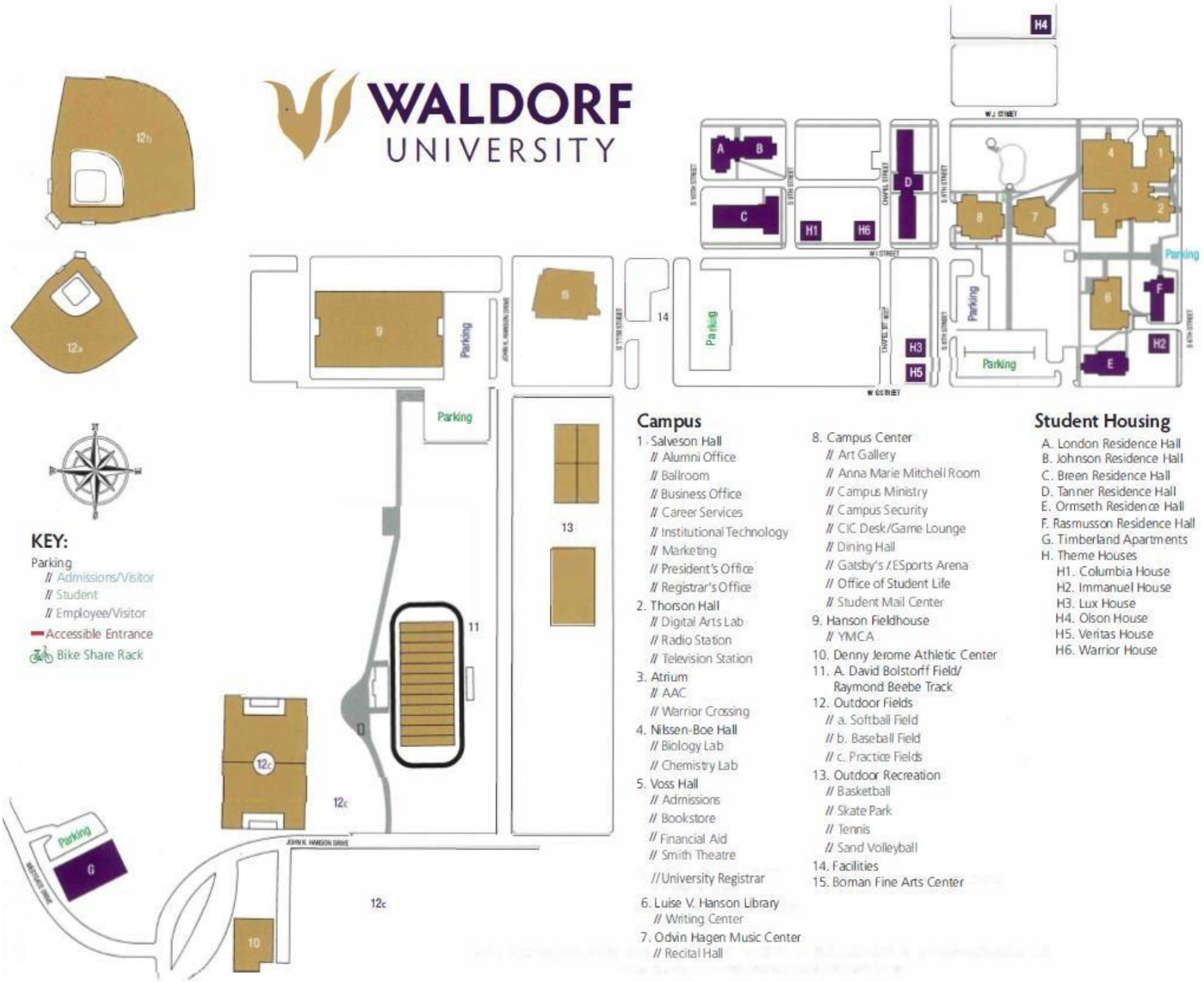
All hail to thee, O Waldorf! Thy praises we will sing, Through thy beloved Lobby, The echoing anthems ring. We sing of precepts noble, Of loyalty and truth, Of love and labor blending, To Guide the steps of youth.

We love our Waldorf College, The School of Vikings Bold!!
We love her royal colors, The Purple and the Gold.
Then hail, all hail to Waldorf, Our Alma Mater dear.
May heaven's richest blessings, Crown every passing year.

WALDORF FIGHT SONG

We sing to Waldorf and the Warriors bold; We're proud because they wear the Purple and Gold.
They don't fight to make a name, They just fight for Waldorf's fame. Rah! Rah! Rah!
Go Team! Fight Team! Victory Tonight!!
We will cheer for you! So, FIGHT! FIGHT!!
Win this game,
Your purple will show through!

WALDORF UNIVERSITY



Campus

1. Salveson Hall
   // Alumni Office
   // Ballroom
   // Business Office
   // Career Services
   // Institutional Technology
   // Marketing
   // President's Office
   // Registrar's Office
2. Thorson Hall
   // Digital Arts Lab
   // Radio Station
   // Television Station
3. Atrium
   // AAC
   // Warrior Crossing
4. Nilssen-Boe Hall
   // Biology Lab
   // Chemistry Lab
5. Voss Hall
   // Admissions
   // Bookstore
   // Financial Aid
   // Smith Theatre
   //University Registrar
6. Luise V. Hanson Library
   // Writing Center
7. Odvin Hagen Music Center
   // Recital Hall
8. Campus Center
   // Art Gallery
   // Anna Marie Mitchell Room
   // Campus Ministry
   // Campus Security
   // CIC Desk/Game Lounge
   // Dining Hall
   // Gatsby's / ESports Arena
   // Office of Student Life
   // Student Mail Center
9. Hanson Fieldhouse
   // YMCA
10. Denny Jerome Athletic Center
11. A. David Bolstorff Field/ Raymond Beebe Track
12. Outdoor Fields
    // a. Softball Field
    // b. Baseball Field
    // c. Practice Fields
13. Outdoor Recreation
    // Basketball
    // Skate Park
    // Tennis
    // Sand Volleyball
14. Facilities
15. Boman Fine Arts Center

Student Housing

A. London Residence Hall
B. Johnson Residence Hall
C. Breen Residence Hall
D. Tanner Residence Hall
E. Ormseth Residence Hall
F. Rasmusson Residence Hall
G. Timberland Apartments
H. Theme Houses
   H1. Columbia House
   H2. Immanuel House
   H3. Lux House
   H4. Olson House
   H5. Veritas House
   H6. Warrior House

106 S. Sixth St., Forest City, Iowa 50436 // 641.585.8112 // 800.292.1903 // admissions@waldorf.edu
View our campus map online at **waldorf.edu/map**

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*Waldorf Acquisition, LLC, d.b.a., Waldorf University is a wholly owned subsidiary of the Waldorf Lutheran College Foundation, Inc., and is classified as independent with its own separate governance and accreditation.

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Cindy Carter, Assistant to the President

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Jenny Jensen, Director of Admissions
Rachel Harms, Director of Pillars

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Jennifer Edwards, Administrative Assistant to the VPAA
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Scott Pitcher, Sr. Associate Registrar for Residential Learning
To Be Determined, Assistant Registrar for Residential Learning
Tamara McComb, Assistant Registrar for Online Learning
Dana Norman-Brown,, Supervisor of Online Evaluators
Isa Partee, Online Evaluator II
Sarah Hodges, Online Evaluator
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Olivia Chrostoski, Records and Registration Specialist
Taylor Smith, Online Records Coordinator
Tori Fluriach, Online Records Coordinator

Office for Veteran & Military Affairs

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Karen Hehman, Online Registrar, VA SCO – Online Primary
Scott Pitcher, Sr. Associate Registrar, VA SCO and T/A Specialist - Residential
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Patty Spradling, Supervisor of Online Student Accounts, VA SCO – Online
Alicia Proctor, Military Student Accounts Specialists – Online/Residential
Ron Spradling, Director of Outreach

Offices of Business and Financial Affairs

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Heidi Aitchison, Associate Director of Residential Financial Aid
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Adam Buehler, Senior Financial Aid Counselor & Verification Specialists
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Kaleigh Archer, Financial Aid Counselor I
Amber Anderson, Office Coordinator Residential

Office of Business Affairs

Daisy Halvorson, Vice President for Finance and Business Affairs
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Mike Polsdofer, Accountant
Zach Lillquist, Director of Student Accounts
Kayla Morgan, Director of Online Student Accounts
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Alicia Proctor, Military Student Account Specialist
Sara Poppy, Cashier & Student Accounts
Dawn Heusinkveld, Online Student Accounts Specialist
Chloe Lassitter, Online Student Accounts Specialist
Kristin Manning, Online Student Accounts Specialist

Office of Engagement and Advancement

Severin M. Roberts, Vice President for Engagement and Advancement for Waldorf University and
Rod Schultz, Senior Director of Engagement and Advancement
Rachel Lynch, Associate Director of Engagement and Advancement
Sheryl Barbour, Assistant Director of Stewardship and Database Management

Academic Support Services

Academic Achievement Center (AAC)

Kristin Wempen, Director of AAC
Olivia Swiderski, Student Success Coach
Brooke Banse, Student Success Coach
Noah Gwinn, Student Success Coach
Chelsea Jones, Student Success Coach

Office of Marketing and Communications

Ali Egan, Associate Vice-President of Online Operations, Marketing and Outreach
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Ashley Derrington, Marketing Content Coordinator
Hannah Meyer, Content Specialist

Career Planning Center

Chelsea Jones, Director of Career Planning

The Writing Center

Kristi White, Program Director

Library

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Tricia Baker, Library Services and Operations Assistant
Jodi Barkema, Library Technical Assistant
Christopher Beiting, University Archivist

Online Learning

Mike Gatlin, Vice President for Academic Affairs
Wes Riddle, Dean for Online Programs
Darrell Barbour, University Registrar
Karen Hehman, Online Registrar
Steven Dubose, Director of Online Learning and Instructional Design
Joey Chriss, Instructional Designer
Jacob Hoyt, Course Developer
Tony Wical, Online Faculty Support Coordinator

Education Department

To Be Announced, Administrative Assistant

Office of Residential Admissions

Jenny Jensen, Director of Admissions
Rachel Harms, Director of Pillars and Admissions Counselor
Sydney Carpenter, Regional Outreach Representative
Bianca Singelstad, Admissions Counselor
Lilly Muncy, Admissions Counselor
Kizzy Gales, Admissions Office Coordinator

Office of Online Admissions

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Brittany Merren – Admissions Processor
Jared Krehling – Admissions Processor
Kim Knudtson – Admissions Counselor
Brandy Collins - Admissions Counselor
Terrell Fox – Admissions Counselor
Jennifer Jones – Military Admissions Counselor
Brittany Titus-Mitchell – Military Admissions Counselor

Online Education Representatives

Ron Spradling, Director of Outreach
Tony O'Hara, Senior Education Partner
Allen Aikers, Senior Education Partner

Online Student Affairs

Whitney Viquelia – Director of Student Affairs
Christie Knight – Supervisor Online Academic Advising
McKayla Shahid – Supervisor of Student Services
Megan Bordelon – Student Services Team Lead/Retention & Engagement Coordinator
Debra Waldrop – Online Graduate Academic Advisor
Teaneica Herbert – Online Graduate Academic Advisor
Sparkle Wilson – Online Academic Advisor
Camryn Bordelon – Online Academic Advisor
Megan Tokarz – Online Academic Advisor
Anna Davis – Online Academic Advisor
Alejandra Martinez – Student Services Representative
Brentyn Stratton – Student Services Representative
Ricky Bennett – Student Services Representative
Emily Lockwood – Student Services Representative

Office of Marketing and Communications

Tara Kingland, Director of Marketing
Ali Egan, Director of Online Marketing
Hannah Meyer, Content Specialist
Ashley Derrington, Marketing Content Coordinator

Waldorf Bookstore

Karla Schaefer, Bookstore Director
Teri Lunning, Bookstore Associate

Boman Fine Arts Center

Daniel May, Director

Institutional Technologies

Scott Oswald, Chief Information Officer
Tammy Larson, Manager of Institutional Technologies
Casey Zabel, IT Technical Support Specialist Analyst
Julie Eischen, Technology Support Specialist

Intercollegiate Athletics

Chad Gassman, Director of Athletics
Jenna Quina, Assistant Director of Athletics
Callie Schmidt, Athletics Operations Coordinator
Cat Evans, Associate Athletic Director of Compliance
Darrell Barbour, Athletic Eligibilities School Certifying Official
Andrea Blanchard, Faculty Athletic Representative
David Calloway, Head Football Coach
Janna Langrell, Men’s and Women’s Cross-Country Coach
Janna Langrell, Men’s and Women’s Track & Field Coach
Matt Ebenhoe, Head Women’s Volleyball Coach
Mark Clouse, Men’s and Women’s Golf Head Coach
Ryan Dickinson, Men's Wrestling Coach
Tyreece Gilder, Women's Wrestling Coach
Emmanuel Awotula, Women’s Soccer Head Coach
Joseph Tibbs, Men’s Soccer Head Coach

Joe Tautges, Head Baseball Coach
Tom Myers, Head Softball Coach
Michael Wirth, Men's Head Basketball Coach
Michael Wirth, Men's Head JV Basketball Coach
Joel Stryker, Women's Head Basketball Coach
Jamee Swan, Women's Head JV Basketball Coach
Cat Evans, Cheer Coach
Hannah Fisher, Men's and Women's Head Bowling Coach
Cliff Cook, Head Hockey Coach (D1)
Sean Parker, Head Hockey Coach (D2)
Dean Mueller, Shooting Sports Coach
Caden Swaney, E-Sports Coach
Jamie Smith, Head Athletic Trainer
Brady Jahr, Assistant Athletic Trainer
Tristin Peterson, Assistant Athletic Trainer
Brock Wilson, Director of Strength & Conditioning
Jason Laube, Strength and Conditioning Coach
Roberto Riojas, Assistant Strength & Conditioning Coach
Raven Herlitz, Assistant Strength & Conditioning Coach

Buildings and Grounds

Brian Keely, Vice President for Plant & Auxiliary Services
Tim Severson, Director of Facilities Services
Darlene Miles, Administrative Assistance
Joanna Engebretson, Housekeeping Supervisor

Conference & Dining Services

Brian Keely, Vice President for Plant & Auxiliary Services
Shanti Schumaker, Associate Campus Dining Director

Warrior Crossing

Shanti Schumaker, Associate Campus Dining Director
To Be Announced, Retail Supervisor

Office of Student Life

Jason Ramaker, Vice President for Student Life, Dean of Students, and Tanner Hall Area Coordinator
Nicolas Determann, Director of Counseling
To Be Announced, Director of Student Health Services
Anna Moklestad, Administrative Coordinator of Student Life, Housing Coordinator, Parking, Campus Security, and CIC Desk
To Be Announced, Director of Residence Life, Area Coordinator of Johnson-London Hall and Timberland Apartments
Neeko Page, Area Coordinator of Ormseth Hall, Rasmusson Hall, the Theme Houses, and the Director of Intramural and Recreational Activities.
Gabrielle Bierly, Director of Student Activities/Orientation and Area Coordinator
Chase Bennett, International Student Coordinator and Student Transportation Coordinator

Student Senate Officers

To Be Announced, Student Body President
To Be Announced, Vice President
To Be Announced, Treasurer
To Be Announced, Secretary
Anastasia Lawrence, Faculty Advisor
Jason Ramaker, Student Senate Advisor

Faculty

Aneeq Ahmad, Adjunct Assistant Professor of Psychology
B.A., Government College Lahove; M.S., Ph.D., University of Wisconsin– Madison; Waldorf 2014.

Alisher Akhmedjonov, Adjunct Assistant Professor of Business Administration M.A., University of San Francisco; Ph.D., RAND Graduate School; Waldorf 2024.

Wendy Albert Adjunct Assistant Professor of Criminal Justice
B.A., University of Central Florida; M.S., University of Central Florida; Ph.D., Capella University; Waldorf 2014.

Natalie Hillman Alsop, Adjunct Assistant Professor of Psychology
B.A., Concordia College; M.A., Ph.D., Southern Illinois University; Waldorf 2001.

Robert Alvin Alsop, University President
B.A., Concordia College; M.A., Ph.D., Southern Illinois University; Waldorf 1998.

Robert AuFrance, Director of Fine Arts Administration, Dean of Fine Arts, Professor of Theatre B.A., University of Findlay; M.A., Kent State University; Ph.D., University of Missouri; Waldorf 2002.

Shelly Baker, Adjunct Assistant Professor of Business
B.S., M.S., Colorado Technical University; Ph.D., North Central University; Waldorf 2016.

Darrell Barbour, University Registrar, V.A. Certifying Officer
B.A., Central College; HRLC, Drake University; M.S., Keiser University; D.D.(hc), ULCM; Waldorf 2013.

Steven Bardwell, Assistant Professor of Fire Science, Fire Sciences Program Director B.P.S., University of Memphis; M.S., Grand Canyon University; Waldorf 2013.

Vincent Beach, Professor of English
B.A., M.A., San Francisco State University; M.Phil., Ph.D., The Graduate School, City University of New York; Waldorf 2016.

Christopher Beiting, University Archivist and Adjunct Assistant Professor
B.A., Kalamazoo College; M.A., Western Michigan University; M.A., Waldorf University; DPhil, University of Oxford; Waldorf 2021.

Sarah Beiting, Library Director
B.A., Kalamazoo College; M.L.I. S., Wayne State University; M.S., Argosy University; Waldorf 2020.

Richard Bell, Adjunct Assistant Professor of Business
B.S., Clemson University; M.A., The Citadel Military College of South Carolina; Ed.D., United States Sports Academy; J.D., University of South Carolina; Waldorf 2014.

Nickolas (Nick) Benesh, Associate Professor of Psychology and Psychology Online Program Director B.S., University of Wisconsin– River Falls; M.S., University of Memphis; Ph.D., Cognitive Psychology University of Memphis; Waldorf 2014.

Sheila Berger, Assistant Professor of Education
B.S.E., Northwest Missouri State University; M.S., Minnesota State University--Mankato; Waldorf 2025.

Emilie Bertram, Director of Music Programs, Director of Choral Activities, and Associate Professor of Music B.M., Concordia College– Moorhead, MN; M.M., Ithaca College (NY); D.M.A., University of Colorado, Boulder; Waldorf 2020.

Andrea Blanchard, Assistant Professor and Chair of Mathematics
A.A., North Iowa Area Community College; B.A., M.A., University of Northern Iowa; Waldorf 2014.

Jacolyn Burk, Adjunct Instructor of Music Education B.M.E.,
M.M.E., University of Northern Iowa; Waldorf 2018.

Elaine Bossard, Associate Professor of Psychology, Chair of Psychological Sciences B.S.,
University of Iowa; Ph.D., University of Iowa; Waldorf 2017.

Marla Britton-Johnson, Associate Professor of Theatre
B.A., Rocky Mountain College; M.A., Western Washington University; Ph.D., Texas Tech University; Waldorf 2015.

Danica Brouwer, Adjunct Assistant Professor of Health Care Management B.S.,
Kaplan University; M.B.A., North Central University; Waldorf 2014.

Erik Burks, Adjunct Assistant Professor of Criminal Justice M.S.,
California State University–Long Beach; Waldorf 2014.

Joni Caldwell, Adjunct Assistant Professor of Psychology
B.A., University of Dallas; M.A., Ph.D., University of Dallas; Waldorf 2014.

Autumn Cartagena, Adjunct Assistant Professor of Psychology B.S.,
M.S,. Iowa State University; Waldorf 2014.

Philip Chrostoski, Assistant Professor of Physics
B.S., Southern Illinois University; M.S., Delaware State University; Ph.D., University of Missouri—St. Louis; Waldorf 2025

Nikki Clauss, Assistant Professor of Psychology
B.S., University of Wisconsin-Green Bay; M.A., Northern Arizona University; M.S., Ph.D., Oklahoma State University; Waldorf 2025.

Mark Clouse, Instructor of Spanish, Chair of the Spanish Department B.A.,
B.S., M.A., Minnesota State University– Mankato; Waldorf 2011.

Troy Cochran, Adjunct Instructor of Criminal Justice
B.S., Central Christian College; M.S.C.J., University of Cincinnati; Waldorf 2015.

Gary Coombs, Professor of Cell and Molecular Biology, Chair of Biological Sciences
B.S., Brigham Young University; Ph.D., University of Texas Southwestern Medical Center; Waldorf 2010.

Bari Courts, Adjunct Assistant Professor of Business
B.A., Kenyon College; M.B.A., University of Cincinnati; Ph.D., Capella University; Waldorf 2014.

Hayli Cox Estep, Assistant Professor of English and Creative Writing
B.A., M.A., Northern Michigan University; Ph.D., University of Missouri; Waldorf 2024.

Jacey Coy, Adjunct Instructor of Psychology
B.A., M.A., Texas State University; M.A., Psy. D., Alliant International University; Waldorf 2024.

Christopher Davis, Adjunct Assistant Professor of Business
B.A., University of Michigan; M.S., Capella University; M.S., Walden University; M.B.A., Western International University; Ph.D., University of Michigan; Waldorf 2017.

Heather Dewaard-Flickinger, Adjunct Assistant Professor of Wellness B.A., M.A., University of Northern Iowa; Waldorf 2009

Mark Dorr, Adjunct Instructor of Percussion
B.M., Iowa State University; M.A., University of Iowa; D.M.A., University of Iowa; Waldorf 2018.

Brianne “Bri” Ebenhoe, Assistant Professor of Health Promotion & Exercise Science B.S., Marquette University; M.E., University of Missouri; Waldorf 2017.

Valentina Eberlein, Adjunct Assistant Professor of Business
B.A., Vorenza State University; M.B.A., University of West Florida; Waldorf 2014.

Paul Edleman, Adjunct Instructor of History
B.S., University of South Dakota; M.A., University of Kansas; M.A., Ph.D., Syracuse University; Waldorf 2014.

Mary Eggebraaten, Adjunct Instructor of English
B.A., South Dakota State University; M.A., Waldorf University; Waldorf 2009.

Melanie Espeland, Associate Professor of Education and Special Education, Chair of Education
B.M.E. Wartburg College, M.M.E., Ph.D., University of Kansas; Waldorf 2017, 2023

Suzanne Falck-Yi, Professor Emeritus of English
B.A., Eureka College; M.A., Northern Illinois University; Ph.D., University of Illinois at Urbana– Champaign; Waldorf 1995.

David Flagel, Assistant Professor of Biology
B.S. University of Wisconsin—Oshkosh; Ph.D., University of Notre Dame; Waldorf 2023

Jimmie Flores, Adjunct Assistant Professor of Business
B.B.A., St. Mary’s University; M.B.A., University of St. Thomas – Texas; M.S., DeVry University; M.Ed., M.S., Regis University; M.A., Ph.D., Fielding University; D.M., University of Phoenix; Waldorf 2015.

Eric Franco, Adjunct Assistant Professor of Humanities
B.S., Edgewood College; M. E., Cardinal Stritch University; Ed.D., Edgewood College; Waldorf 2013.

Bruce Franklin, Adjunct Instructor of History
B.A., B.S., M.A., Southeastern Oklahoma State University; Waldorf 2014.

Regina Fulcher, Adjunct Instructor of Arts
B.F.A., University of Georgia; M.Ed., Columbus State University; Waldorf 2014.

Michelle Garland, Assistant Professor of Psychology
B.Ed. University of Northern Iowa; M.S. Drake University; Ed.D. Iowa State University; Waldorf 2023

Michael Gatlin, Vice President for Academic Affairs and Academic Dean
B.S., North Carolina State University; M.S., Western Michigan University; Ph.D., Auburn University–Alabama; Waldorf 2013.

James Gauthier, Adjunct Assistant Professor of Criminal Justice
B.S., M.B.A., Columbia Southern University; M.S., Northeastern University; Waldorf 2014.

Denny Gilbertson, Assistant Professor and Program Director of Business
B.A., University of Northern Iowa; M.A., Minnesota State University– Mankato; Waldorf 1983.

Jacqueline Gillard, Adjunct Assistant Professor of Organizational Leadership
B.B.A., University of Houston; M.S., Houston Baptist University; Ph.D., Capella University; Waldorf 2017.

Angela Golden, Adjunct Assistant Professor of Business
B.A., Ohio State University; M.B.A., Columbia Southern University; Waldorf 2014.

Thomas Goodman, Assistant Professor of Business
B.A., University of Oregon; M.S. Ohio University; Ed.D., Concordia University (Oregon); Waldorf 2025.

David Greder, Associate Professor of Religion and Director of the Honors College
B.A., St. Olaf College; M.Div., Union Theological Seminary; Ph.D., University of Iowa; Waldorf 2016.

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